DOCUMENT RESUME

ED 403 582 CS 215 706

AUTHOR	Arnold, Mary, Ed.
TITLE	The Full Palette Diversity Guide for High School Journalism.
INSTITUTION	Iowa Univ., Iowa City. School of Journalism.
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	Nov 96
NOTE	75p.
AVAILABLE FROM	JEA Bookstore, Kansas State University, 103 Kedzie Hall, Manhattan, KS 66506-1505 ($4.50).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Affirmative Action; *Class Activities; High Schools; *Journalism Education; News Writing; Social Discrimination; Stereotypes; *Student Publications; Surveys; *Writing for Publication
IDENTIFIERS	Adviser Role Scholastic Journalism; Advisor Role; *Diversity (Student)

ABSTRACT

This booklet presents 12 activities to help high school journalism teachers and staff members balance the content of their publications and the staff makeup so that all groups of students in the school are represented. The first 11 activities in the booklet are classroom activities designed for teachers and students. The final activity is intended primarily for advisers and includes suggestions for recruiting minority staff members and step-by-step plans for forming a local press association. Included with each activity in the booklet are a goal for each activity and strategies for attaining that goal; an approximate time line for the activity; ways of getting started and wrapping up each activity; a list of materials needed; worksheets; and a list of sources and resources. Activities in the booklet are (1) The Music Lesson--A Mini-Survey Experience; (2) Cover Me Fairly--Getting Rid of Stereotypes and Biases; (3) Total Coverage--Covering All Sectors of the Student Body; (4) The American Dig--Unearthing School Journalism Artifacts; (5) Know Where You've Been to Know Where You're Going; (6) Locating Local and National Journalism Sources and Resources; (7) A Day in the Life of Your High School--A Photographic Map of Your School; (8) Exploring Discrimination via Column Writing; (9) Exploring Culture-Specific Information and Myths as Story Topics; (10) How Is My Life Different because of Affirmative Action?; (11) Hosting a Student Exchange; and (12) Activities for Advisers: Recruiting a Diverse Staff. Appendixes discuss how to analyze a news story, 2 newspaper columns, excerpts from President Clinton's 1996 Report to Congress, and 9 brief activities. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 403 582

the full palette

diversity guide

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

M. Arnold

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

for high school journalism

November 1996

the full palette
diversity guide

Contents

Introduction 2
The Concept of Race and the Nation's Changing Demographics 3
Teachers Examine the Role of Diversity in Students' Lives 7
How to Use These Journalism Diversity Activities 10
Summaries of the 12 Activities 11
The Music Lesson – A Mini-Survey Experience 14
Mini-Music Survey Questionnaires 15
Planning a Survey 16
Cover Me Fairly – Getting Rid of Stereotypes and Biases 18
Total Coverage – Covering All Sectors of the Student Body 22
The American Dig – Unearthing School Journalism Artifacts 25
Different Types of Research and When to Use Each 25
Know Where You've Been to Know Where You're Going 29
Diversity Analysis Tally Sheet 30
Content Analysis Tally Sheet 31
Locating Local and National Journalism Sources and Resources 32
Resource Directory for High School Journalism 33
Local and State Sources and Resources 35
A Day in the Life Of Your High School 39
Hints for Successful Interviewing 42
Exploring Discrimination Via Column Writing 43
Exploring Culture-Specific Information and Myths as Story Topics 46
How to Write a Review 49
How Is My Life Different Because of Affirmative Action? 50
Writing Personality Profiles 53
Hosting a Student Exchange 54
Characteristics of Feature Stories 58
Activities for Advisers: Recruiting for Diversity 59
Sample Recruiting Letter 61
Local Adviser Support Networks 62
Appendices 64
How to Analyze a News Story 64
Confessions of an Americano 65
Nancy Drew – A Sleuth for All Time 66
Affirmative Action: History and Rationale 67
More Activities – Ideas in Brief 70

November 1996

The University of Iowa

School of Journalism and Mass Communication

Iowa City, Iowa

Funded by a grant from

The Ford Foundation

New York City

Edited by Mary Arnold

The problem of the lack of diversity in our nation's news rooms and journalism classrooms has taken on new dimensions. For instance, in compiling materials for the predecessor to this guide, the editors assumed that individual students identify with a single racial or ethnic culture.

the full palette
diversity guide

They also assumed that this identification plays a significant role in shaping students' lives. Multiculturalism, embracing the concept of diversity, encourages students to celebrate differences. This is all well and good for some students. For others it is problematic. What about the student whose father is African American and whose mother is a Latina with Navajo ancestors? What culture does this student embrace? What happens to students who can check all the boxes on the census form? Where do they fit on the racial map? >

Checking All the Boxes on the U.S. Census Form?

The traditional American concept of race is no longer relevant to the nation's changing demographics.

Americans have long tended to take a "binary" approach to race — to assume, based on our own historical experience, that only two races count and that skin color is the dividing line. The nation's racial dialogue is changing so rapidly that the familiar dichotomy of black and white seems increasingly out of date. Today, most researchers working in this field agree that race is a mere "social construct" — a mixture of prejudice, superstition and myth.

"As a member of a minority group, I often find it absolutely necessary *to be bi-cultural. I sometimes exhibit one set of behaviors at home and a different one at school. It is infinitely important for teachers to find common ground and let minorities feel free to participate in their own ways. This may be as simple as listening."*

— J.A. Ríos, Uvalde High School, Uvalde, Texas

For instance, Latinos, which will be the nation's largest minority group by 2010, are neither a "race" nor an ethnic group. They are a collection of nationalities variously descended from Europeans, African slaves and American Indians. This large group of people doesn't consider itself white or black. The same is true of native-born Americans and Asian Americans.

During the workshops, teachers talk and write about their own experiences both in an out of the classroom. In doing so, they begin to understand any changes they would like to make.

Old racial categories no longer fit

As the country changes so rapidly, the old racial categories developed more than 20 years ago no longer fit. They do not reflect the reality of whom people think they are. This demand for recognition by emerging multiethnic and multiracial groups is a challenge to be faced by such institutions as the nation's schools and news media. How are these people to be covered in the newspaper or recruited for the staff?

As the century ends, few men and women of color are found in university journalism classrooms or professional newsrooms across this nation. According to U.S. Census figures, persons of color represent about 23 percent of the national population but only 9 percent of the nation's news media workforce. University journalism classrooms have similar figures.

A variety of approaches has been devised to solve the problem of lack of cultural diversity in journalism classrooms and on news media staffs. Most approaches have been aimed at the college or university students. However, research published in the 1987 Summer/Autumn edition of *Journalism Quarterly* indicates that minority students often make career decisions before they reach the college campus. Most high school programs have been targeted at students rather than teachers.

Jean Ordonez, Nancy Gallman and Norma Kneese take a break during class.

Lynne Coleman, Willie Wooten and Jean Ordonez suggest revisions for the new curriculum guide.

Some individual mentor and workshop programs have met with some success. However, when one compares the figures (in the following paragraph) for participation in high school journalism and those for the professional media, the need for further work is apparent.

High school programs ahead of professionals

According to a 1992 study conducted by the Journalism Education Association, students of color comprise almost 20 percent of high school journalism programs. This is far higher than the 11 percent for the professional media. Students do participate in high school journalism in numbers that generally reflect the total student population, but bridges between high school and the profession have yet to be constructed. Working with the high school teacher — who does not graduate at the end of four years — engages someone who is in the classroom every day and can exert a great deal of positive or negative influence on students. Consequently, high school teachers can play an important role in helping students make career choices. Unfortunately, these same high school journalism teachers are often inadequately prepared to work with students from diverse cultural and ethnic backgrounds.

Sioux Falls Washington High School journalism students line up during the "Cover Me Fairly" activity.

BEST COPY AVAILABLE

The Breakthrough Guide

This rationale was the impetus for a high school journalism curriculum guide developed at the University of Iowa School of Journalism during the 1991-92 school year. In the fall of 1991, 11 high school journalism teachers, eight professional and academic journalists and six staff members met to gather information for a multicultural guide for high school journalism.

In the spring of 1992 that guide, "Breakthrough: A Multicultural Guide to High School Journalism," was published and distributed to more than 4,000 high school journalism teachers. The guide presented strategies for recruiting, training and retaining students of color for high school journalism. The guide grew out of the "Reaching Out to Minority Students" workshop for teachers held each year since 1989 on the University of Iowa campus. The overarching goal of both the workshop and the guide was to encourage the awareness of and participation in today's newsmedia by students of color. To achieve this goal, the guide focused on trying to both improve coverage of students of color in publications and the diversity of publication staffs.

Willie Wooten and Loretta Stewart work on screen while editing awriting exercise.

Changes since Breakthrough

Four years have passed since "Breakthrough" was published, and some progress has been made. As a direct result of that effort, an outreach program brought approximately 40 teachers of color to a national convention of the Journalism Education Association. A support network was built that includes mentoring programs. Four high school teachers of color were appointed as ad-hoc members of the board of that organization. Following a two-year orientation, one of the ad-hoc members defeated a popular and firmly entrenched incumbent in a close election for a board seat. The board has also opted to continue this program for an additional two years. One of the original ad hoc members now chairs the JEA Multicultural Commission; another heads the Scholarships Committee. Three of the four have advanced to positions of visibility, prominence and leadership within the organization. Through awarding scholarships and vigorous recruiting, the numbers of high school students of color attending JEA conventions has also dramatically increased. While these programs demonstrate that efforts in this area can make headway, there is still a great deal that remains to be done.

"The clear line of division between black and white Americans is growing more obscure daily. Immigrants from all over the world are rejecting the claim of being either black or white. At this point, America is living out the true meaning of the 'melting pot' concept, whether intended or not. It can never be 'business as usual' again. According to Harvard sociologist Orlando Patterson, the demand for more flexible views on racial ethnicity is sweeping in from the outside America and sweeping wider on the inside. The races in America are blending. A facelift is in the making."

— Willie Wooten,
Finney High School, Detroit, Michigan

The second wave

It is at this point that the Ford Foundation became involved with the project. With funding from the Ford Foundation, a second effort was launched. A three-phase program, that ultimately resulted in this program, was put into operation in the summer of 1995.

The first phase began with discussions at the University of Iowa. Some high school teachers who had enrolled in the "Reaching Out to Minority Students" workshop, some teachers who helped draft "Break

through" some participants in the JEA Outreach Program were invited to attend a "reunion" workshop held August 1-4. A few teachers who had never seen the guide but were interested in working in this area were also invited. The workshop was also partially funded by a grant from the Dow Jones Newspaper Fund.

"Students need to see others not as just various colors of the rainbow but as individuals and appreciate their peers for who they are. Teachers must help students develop an openness and respect for other cultures or groups within their schools and communities. Developing this appreciation in itself would probably help draw a diverse group for a newspaper staff."

My experiences here at this workshop have been very encouraging and thought-provoking. They have stirred me from my hammock of complacency, opened my eyes to distant future, yet reachable, possibilities.

The weird thing is that we are living **The Full Palette** *concept throughout the week without even knowing it. We had Hawaiian language lessons from Bart; we learned the art of "quaffing" and some interesting tidbits about Germany (and cheese) from Lynne. Just interacting with each other helped us appreciate other cultures even more. I love Loretta's accent. Willie shared his zeal for and enjoyment of teaching [which] refreshed me. Jean talked about her school which has a totally different makeup of students than mine, but the problems were the same."*

— Nancy Gallman, Bolingbrook High School, Bolingbrook, Illinois

The primary goal of the reunion was to assess teacher needs. Issues of racial and ethnic diversity in high school journalism were discussed. Workshop participants read, talked and wrote about their particular backgrounds and needs as high school teachers.

The strengths and weaknesses of the strategies presented in the original guide were evaluated. As part of this assessment, the teachers critiqued "Breakthrough" and made suggestions for an updated curriculum guide. Once this assessment was conducted, new strategies were proposed and discussed. Once again, the teachers were asked to write about this experience. To end the first phase of this project, the group of teachers developed an outline of activities for the second guide.

These activities were designed to help high school journalism teachers and staff members improve two things. The first was to balance the content of their publications so that all the groups of students in the school were covered. The second was to balance the staff makeup so that it too reflected the diversity in the school. The catch phrase for this whole process was that, "students who see themselves in the publication can envision themselves serving on the publication staff."

The Full Palette

Following the workshop, the second phase of this project began. The project director and graduate assistant collected and edited the materials. For the final phase of the project, a draft copy of this current publication was brought before a second group of teachers and media professionals in June of 1996. Revisions and suggestions made by that group were incorporated into the final publication.

This guide will be mailed to more than 5,000 journalism teachers from mailing lists from Quill and Scroll Society, Journalism Education Association and the Columbia Scholastic Press Association. These three lists include teachers from all 50 states and 40 additional countries.

Additional copies will be sent to those individuals at colleges and universities for use in journalism teacher training programs and/or summer workshops for high school journalism teachers.

Quotations from high school journalism teachers and advisers are printed on the next two pages. You have already seen three of them on pages 3-6. The teachers were asked to write and then talk about what **The Full Palette** means in their classrooms. They were not limited to talking about "what is," but were asked to talk about "what ought to be" as well. What they had to say was so insightful, we decided to share much of what they said. ♣

Journalists Must Understand Diversity to Do Their Jobs

Teachers examine the role of journalism and diversity in their students' lives.

"When journalists are expected to uncover the questionable, it's only logical that they should be exposed to the diversity of their world. **The Full Palette** *sets out to do just that. It's necessary to make the most homogeneous of classrooms at least* aware *of the differences that exist. Sensitivity to and awareness of cultural differences serve as an underlying focus. Everyone matters. It's important that every student realizes that.*

"For adolescents, it's so easy to not stand out and change so you fit in with the 'popular'group. Those who do, are not challenged. The huge fight comes when we expect children of color to stay true to their heritage in a multi-racial school. They want to wear the latest fashion — not their cultural dress (even if it's worn at home). They're ashamed to speak their native language, thinking that it's weird.

"Acceptance is essential for a high [school student]. However, until the student accepts him/herself and realizes the he/she matters, that student will never fully appreciate the diversity of his or her world. It's important to stress that the exercises we present will only work if the students fully accept themselves. It's easy for adults to see the worth behind the activities, but for students at such a young age, it's crucial to express that even though people are different, they aren't better. More importantly, no one is the best; we're all valuable."

— Jean Ordonez,
Niles North High School, Skokie, Illinois

Craig Trygstad and J.A. Rios suggest revisions to a draft of one of the activities for the curriculum guide.

*"***The Full Palette** *will be tomorrow's world in which people will be color-blind and there will be no "color boxes" to check. We, as Americans, will blend our primary and analogous hues and tints. Our student publications should reflect* **The Full Palette** *of high school life in a given year. That full palette must represent the full spectrum of colors of student life including the shades and tints of all students, their interests, their activities, their thoughts, their needs, their feelings and their accomplishments."*

— Deb Merxbauer,
Washington High School,
Sioux Falls, South Dakota

BEST COPY AVAILABLE

*"**The Full Palette** is a set of varying shades of skin color all surrounding one another which are gradually being mixed together to form one multiracial, multi-ethnic group. Because of the rising numbers of immigrants, or the 'browning' of America, we are beginning to move away from the idea that everyone can be categorized as either black or white. Even blacks who come from the mixing of two or more races are no longer accepting the 'one drop rule' that labeled them as black. They are now becoming more open to acknowledging all aspects of their heritage. This is indeed a full palette.*

"My high school in the inner city of Memphis is 100 percent black. The only contact that many of the students have with other races is with their teachers and the clerks who work in the local stores. These atudents have stereotypical beliefs that may not be changed by out-of-school experiences. I see it as my job to expose them to different cultures. If I can help to make my students aware of our similarities as well as our differences, maybe we can avoid physical confrontations which can lead to violence."

— Loretta Stewart,
Fairley High School, Memphis,
Tennessee

"The idea of a multi-ethnic society is not in the distant future but here, now. How many people — take those sitting around this table — can claim more than one ethnic background? Personally, I have three different ethnicities running through my bloodstream. My children have at least six.

*"The U.S. needs to start approaching the racial issue as an 'us' issue, for we all seem to be in the same boat. **The Full Palette** addresses this directly. In my classroom, each year the faces are more diverse and interesting. It is something we cannot ignore. When America established itself as a nation and*

Bart Asato, J.A. Ríos, Loretta Stewart, Norma Kneese, Willie Wooten, Deb Merxbauer and Jean Ordonez wait for yet another Cambus ride back to the dorm.

BEST COPY AVAILABLE

was willing to accept people of all nations, this mixture of races and color was and is inevitable.

"In the classroom, just my presence as a multi-ethnic teacher adds to my students' education. They are inundated with stories and information from my Filipino, Spanish and Chinese ethnic backgrounds. These students have shared their stories with me in their writing, conversation and actions in my classroom."

— Norma Kneese,
Snake River High School, Blackfoot, Idaho

"When we exclude any segment of the student body in newspaper or yearbook coverage, we are not doing our jobs. Our job as publications advisers is to guide the students to provide a complete view of the school. **The Full Palette** *means taking the various colors — or in the case of people, ethnic groups — and using each one to provide a complete picture.*

"An artist, using a palette, can be very selective — using a single color or a combination of colors. I see that as the way we should look at our publications. Stories, photos and art work should celebrate our own individual uniqueness as well as how we mix in society.

"I like to think **The Full Palette** *also includes coverage of not only ethnic difference, but other diversity issues — such as age and gender — as well. If students strive for complete coverage in their newspaper, they will be expanding their audience. Expanding the audience may lead to those students taking an interest in being a part of the staff which in turn would provide a staff that is as diverse as the rest of the student body."*

— Bart Asato,
Keiser High School, Honolulu, Hawaii

"In much of the rest of the world, race may not matter. But skin color matters and matters in insidious, ugly ways — far more evil because of the ways they are hidden or glossed over. I can't tell you how many Europeans and White Africans (and while we're at it, Middle Easterners) are eager to say that no racism exists in their world — that America has the corner on that. At the same time, perfectly nice, intelligent people voice this arrogant self-righteousness, they won't allow fundamental *human rights to those whose skin color is any number of shades darker than their own.*

"We have a long way to go, and I think our multi-ethnic, multi-racial citizens will ultimately help us through some mighty tough, huge problems. It is precisely this spectrum of skin color that makes me so proud of where I come from. When I see a black face in Berlin, which is rare, I feel so much. First, I know he or she is apt to be an American. Second, I know the two of us have far more in common with each other than with our hosts. As Americans, we have, at least, had enough courage to be openly frustrated and openly critical of our treatment of one another. We have, at least, named *what is wrong."*

— Lynne Coleman,
J.F.K. International School, Berlin, Germany

Sharing teaching materials is an important part of working together. Mary Arnold, Deb Merxbauer, Walt Swanston, Bob Greenman and Tom Gilsenan share breakfast and ideas.

BEST COPY AVAILABLE

How to Use These Journalism Diversity Activities

High school teachers and professional journalists developed these activities for high school journalism teachers and students.

It's research time. Heading into the journalism resource room are Coy Henderson, Molly McCreavey, Ron Smrha and Salli Nichols.

On the next three pages you will find a brief summary of each of the 12 activities included. Those familiar with the "Breakthrough" guide will notice that we have kept some of the materials from that publication. You will also note that, in most cases, they have been revised and expanded a great deal. In effect, we kept the best of "Breakthrough" and made it better.

The summaries give you a sense of the scope of each of the activities that follow. We hope that teachers scan these pages for an overview of the remainder of the guide. By stopping here first, you get a sampling to help you locate those materials best suited to your particular circumstances.

The first 11 activities are classroom activities designed for teachers and students. While this guide targets high school journalism, many are appropriate for younger students. The final activity is intended primarily for advisers. It includes suggestions for recruiting minority staff members and step-by-step plans for forming a local press association.

The appendices also contain useful materials — such as references to use with activities and a list of "ideas in brief" or supplemental activities.

Included with each activity are:

1. A goal for each activity and strategies for attaining that goal.
2. An approximate time line for the activity. Many activities can be completed in less than one class period. One activity takes three weeks to complete.
3. Ways of getting started and wrapping up each activity to raise and keep the level of student interest.
4. A list of the materials you will need.
5. Worksheets for you to duplicate for your students.
6. A list of sources and resources. ◆

BEST COPY AVAILABL

Summaries of Activities

1 Name of Unit:
"The Music Lesson — A Mini-Survey Experience"
Developed/Suggested by:
Tom Gilsenan, Plymouth Christian Youth Center, Minneapolis, Minnesota
Description of Unit:
Students often think they know more about other students than they really do. This activity will make students aware that what they assume to be true is not always so. It will also teach students how to take a survey.
Length of Activity:
1 day
Key Concepts:
False Assumptions, Survey Construction

2 Name of Unit:
"Cover Me Fairly"
Developed/Suggested by:
Deb Merxbauer, Washington High School, Sioux Falls, South Dakota
Description of Unit:
This activity will help students identify their own stereotypes of their fellow students. These often stand in the way of writing a balanced story. The students also develop a checklist of things to do before and during an interview to insure a balanced story.
Length of Activity:
3 days
Key Concepts:
Stereotypes, Interviewing

3 Name of Unit:
"Total Coverage"
Developed/Suggested by:
Bart Asato, Kaiser High School, Honolulu, Hawaii
Description of Unit:
This lesson teaches students the importance of covering all sectors of the student body. Students will learn how to identify their readers, how to write for all their readers, how to include a variety of people in their coverage, and how to break out of the mold of only reporting on certain groups of people and using only friends as sources.
Length of Activity:
3 days
Key Concepts:
Coverage, Readers/Audiences, Sources

4 Name of Unit:
"American Dig"
Developed/Suggested by:
Craig Trygstad, J.F.K. International School, Berlin, Germany
Description of Unit:
An exercise in content analysis, this activity asks students to imagine it is the year 2092. The students are researchers who must find out everything they can about what it was like to be a teenager in 19__. The only records they have to go on is a complete set of student newspapers from _____ High School. Students analyze their newspaper for content to determine what is and is not receiving coverage.
Length of Activity:
1 to 2 days
Key Concepts:
Content Analysis , Coverage

5 **Name of Unit:**
"Know Where You've Been to Know Where You're Going"
Developed/Suggested by:
Jack Kennedy, City High School, Iowa City, Iowa
Description of Unit:
An exercise in content analysis, this activity combines fact-gathering with analysis and synthesis. Students will analyze each issue of their newspaper and will keep track of its content and sources with a tally sheet. The students will work in pairs: One will concentrate on coverage while the other concentrates on the sources used in each issue. Students are then able to see if they neglect certain groups, subjects, etc. and whether they use a diverse group of people as sources.
Length of Activity:
1 to 2 days
Key Concepts:
Content Analysis , Coverage, Sources

6 **Name of Unit:**
"Locating Local and National Resources"
Developed/Suggested by:
Nancy Gallman, Bolingbrook High School, Bolingbrook, Illinois
Description of Unit:
In this activity students will examine a list of national journalism sources and resources. The activity includes a worksheet for students to compile their own list of state and local journalism resources such as NABJ, AAJA, SPJ, Women in Communication and other press associations. Print and broadcast media sources are also included.
Length of Activity:
2 to 3 days
Key Concepts:
Sources, Journalism Resources, Local Media

7 **Name of Unit:**
"A Day in the Life"
Developed/Suggested by:
J.A. Ríos, Uvalde High School, Uvalde, Texas
Description of Unit:
This week-long activity gives students a hands-on look at the school and its community. The primary focus is on photography. Each student plans and shoots a photo essay. Students also conduct and write a news feature about an in-depth interview with a freelance or staff photographer. Students explore the answers to questions such as: How representative and accurate are photos in the media? Do pictures really tell a story?
Length of Activity:
6 to 7 days
Key Concepts:
Photography, Interviewing, News Feature Writing

8 **Name of Unit:**
"Exploring Diversity Through Column Writing"
Developed/Suggested by:
Nancy Gallman, Bolingbrook High School, Bolingbrook, Illinois
Description of Unit:
Students will explore diversity by reading and then writing columns of their own about personal experiences with discrimination. Students will form editing groups to assist with revising and polishing the columns.
Length of Activity:
3 to 4 days
Key Concepts:
Column Writing, Editing Groups

9 Name of Unit:
"Exploring Culture-Specific Information"
Developed/Suggested by:
Loretta Stewart, Fairley High School, Memphis, Tennessee, and Steve O'Donoghue, The Media Academy, Fremont High School, Oakland, California
Description of Unit:
This unit will help dispel commonly accepted myths about different cultures and will determine their origin and authenticity. In order to dispel myths students may have about their classmates of different ethnicities, religions, etc., each issue of the school newspaper will explore a category such as food, music, clothing, hairstyles, language and customs.
Length of Activity:
Year-long
Key Concepts:
Myths, Culture, Reporting, Feature Writing

10 Name of Unit:
"How is My Life Different Because of Affirmative Action?"
Developed/Suggested by:
Lynne Coleman, J.F.K. International School, Berlin, Germany
Description of Unit:
Through a series of activities and writing assignments, students will learn the history of Affirmative Action and explore how Affirmative Action has influenced their lives. Students will sharpen their interviewing and writing skills with the following writing assignments: a news story covering the history of Affirmative Action, a profile of an adult community member's experience with Affirmative Action and a column or personal experience piece which will address the question, "How is my life different because of Affirmative Action?"
Length of Activity:
3 weeks
Key Concepts:
Interviewing, News Story Writing, Personality Profile Writing, Column Writing

11 Name of Unit:
"Hosting a Student Exchange"
Developed/Suggested by:
Willie E. Wooten, Finney High School, Detroit, Michigan
Description of Unit:
Two high schools, preferably with vast differences in racial makeup, will exchange students for a day. Students are assigned a buddy from the host school and will stay with them during the day. Sometime during the day the students will meet and discuss their day, as well as any stereotypes they may have. Students will write a feature and news story about the exchange and their attempt to dispel prejudices.
Length of Activity:
4 days
Key Concepts:
Student Exchange, Stereotypes, Interviewing, News Story Writing, Feature Story Writing

12 Name of Unit:
"For Advisers — Recruiting Staff & Forming an Adviser Support Group"
Developed/Suggested by:
Mary Arnold and Maria-Christine Buehner, University of Iowa, Iowa City, Iowa
Description of Unit:
This activity will advise students, teachers, and school counselors on how to recruit minority staff members. Included is an activity on working with the local media. Most high school publication advisers are the only journalism teacher in the building. As such, they have no "local" peers to offer advise and support. This activity for teachers will offer guidelines on how to form a support group of other publication advisers and journalism teachers.
Length of Activity:
Year-long
Key Concepts:
Recruiting Staff, School Counselors, Local Media, Teacher Support Group

BEST COPY AVAILABLE

The Music Lesson — A Mini-Survey Experience

Tom Gilsenan, Plymouth Christian Youth Center, Minneapolis, Minnesota, suggested this 1-day activity.

Purpose of Lesson:
Students often think that they know more about other students than they really do. The purpose of this exercise is to make students aware that what they assume to be true is not always so. This lesson will also teach students the steps to follow when planning future surveys.

Learning Strategies:
A. When asked, students will state what they believe to be the music preferences of all of the students in the classroom.
B. Students then conduct a mini-survey to determine if their earlier assumptions are accurate.
C. A handout on steps to take in planning a survey is passed out, read and discussed.

Getting into the van on their way to another aternoon editing session, Tom Gilsenan and Deb Merxbauer pose for the camera.

The Lesson:
Ask a student if he or she can tell you what kind of music the other people in the room like to listen to. Keep asking students until you find one who says that he or she can. Write what that student says on the blackboard. Then pass out the mini-music survey questionnaires. (Three them are found on the next page of this guide.) Each student in the class completes one questionnaire. Tally the results on the blackboard.

Compare the results of the survey with the students assumptions. Ask the students the following questions:

1. Where do the two differ?
2. Where are they similar?
3. Which is more accurate?
4. Why do we conduct survey research?

After you have held this discussion, give students the Steps to Planning A Survey Handout. Give students ample time to read the handout, then go over the main points with the students.

Wrapping It Up:
Tell students to keep this handout because it will be useful for conducting surveys to gain information for stories they will write. ◆

BEST COPY AVAILABLE

Mini-Music Survey Questionnaires – Give one to each student

Student name:_____ Student Grade:___
__M __F
Racial or Ethnic Background:_____

- What kind of music do you listen to?
- What is your favorite song?
- What is your favorite music group or singer?
- What was the last tape or CD that you purchased?

Student name:_____ Student Grade:___
__M __F
Racial or Ethnic Background:_____

- What kind of music do you listen to?
- What is your favorite song?
- What is your favorite music group or singer?
- What was the last tape or CD that you purchased?

Student name:_____ Student Grade:___
__M __F
Racial or Ethnic Background:_____

- What kind of music do you listen to?
- What is your favorite song?
- What is your favorite music group or singer?
- What was the last tape or CD that you purchased?

Planning a Survey

Take the following steps when planning a survey:

A. Selecting respondents

1. The group to be surveyed must be carefully defined. For example, if the survey is aimed at students who are eligible to vote in a forthcoming election, age must be considered.
2. If it is not possible to interview everybody, a sample must be selected to represent the large group.
3. The goal in sampling is to give every member of the group an equal chance of being selected. A listing of all members in a directory makes this much easier.

B. How many to interview

1. Researchers recommend polling at least 10 percent or 50 individuals, whichever is more.
2. Sampling error, or degree of confidence, defines the difference between those actually interviewed and the opinions of the entire group. The larger the sample the greater the confidence that the observed difference is real and not an accident.
3. In the case of close percentages, such as the 45-55 division, determine if this is a real difference before making an arbitrary statement about the findings.

C. Devising the question

1. Topic questions seek answers to what is thought about issues and events.
2. Closed questions are answered with a "yes" or "no."
3. Background questions give information to help interpret the results of polling. For example, those who plan to go to college may give different responses to the ideal marriage age from those who do not.
4. Filter questions eliminate those who are not in a position to respond meaningfully. For example, attitudes toward the cafeteria food may not be meaningful from someone who does not patronize the cafeteria.

For Further Reading

See sections on coverage, readers, audiences, sources and surveys in:

Bradburn, Norman M. *Polls and Surveys: Understanding What They Tell Us.* San Francisco: Jossey-Bass, 1988.

Cleveland, Wilhoit G. *Newsroom Guide to Polls and Surveys.* Washington, D.C.: American Newspaper Publishers Association, 1980.

English, Earl, Clarence Hach, and Tom E. Rolnicki. *Scholastic Journalism, 8th ed.* Ames: Iowa State University Press, 1990.

Neijens, Peter. *The Choice Questionnaire: Design and Evaluation of an Instrument for Collecting Informed Opinions of a Population.* Amsterdam: Free University Press, 1987.

5. Open-ended questions encourage detailed answers, and while they may elicit rich quotes for a survey story, they may be difficult to summarize with other findings.

D. Phrasing the questions

1. Try to ask questions that mean the same thing to everyone (this is difficult).
2. Questionnaires should always be pretested. Even thought they have been reworked, they should be tested for clarity, and if they are obscure, should be discarded.
3. Allow for "don't know" and "no opinion" answers when they are relevant.

E. Form of the questions

1. Make the questions short and easy to answer. Asking how much someone spent last week can be simplified into categories (Less than $5, from $5 to $10, etc.).
2. A humor-provoking question, while not tabulated, may help establish a comfortable relationship.
3. Try to avoid a "halo" effect. For example, when asked if they voted in a student election, those interviewed may feel a "no" answer will reveal carelessness or guilt. Rephrase to something like, "Did you have time to vote?" Reverse halos are also possible. A question such as "Do you ever smoke in the restrooms?" might provoke a flippant answer such as, "Yeah, I smoke pot in the johns."

F. Writing the story

1. Ethics of poll reporting require that the poll story tell how the sample was selected and also reveal the questions asked, or at least the choices respondents were given, together with the results.
2. Round off the results. If 77.2 percent say they favor modular scheduling, report that "three of four students surveyed favor it."
3. Bar graphs and charts will help the reader understand the results.
4. Care should be taken in featuring the most interesting items in the story. The staff or writer may appear to have "an ax to grind."

Support Materials:

From *Scholastic Journalism*, 6th ed. by Earl English, Clarence Hach and Tom E. Rolnicki, 1990.

Cover Me Fairly — Getting Rid of Stereotypes and Biases

Deb Merxbauer from Washington High School in Sioux Falls, South Dakota, suggested this 3-day activity.

Goal for Lesson:
To visually show students how stereotypes and biases may stand in the way of a balanced story. Students will discover how easily they come up with stereotypes and that most of them are negative. They will learn to check for them in stories they write and will use their publications as a forum to educate other students about stereotypes and biases.

Learning Strategies:

A. Students will identify stereotypes and biases they may have of the many groups that make up their student body.

B. Students will develop questions they can ask themselves before an interview and refer to while writing a story to ensure fair and accurate coverage.

With the volunteers in a straight line, Deb Merxbauer asks Sioux Falls Washington High School students to describe each other.

BEST COPY AVAILABLE

C. Students will write either an editorial or an opinion column which addresses stereotypes and biases associated with various groups.

D. Students will publish their editorials in the school newspaper.

Timeline:
This activity should be done at the beginning of the year so students can utilize the information in the upcoming year's publications. The lesson will last three days: one day for the activity, one for writing and one for group discussions.

Materials Needed:
You will need access to a computer lab.

Day 1:

Getting Started:
Ask students to identify and describe the different stereotypes and biases they may have heard about different groups that make up the student body. If the students seem hesitant, prompt them by naming a few examples — blondes are seen as airheads, jocks as unintelligent, etc. Try to steer the class in the direction of naming stereotypes and biases associated with different genders, economic groups or classes and racial and ethnic groups. Let the class discuss these stereotypes as well as where they learn stereotypes.

The Lesson:
Ask for two volunteers to represent two groups of students that are often stereotyped in your school. For ease of discussion here, these students are called Type A and Type B.

Have Type A and B stand facing each other about 10 feet apart. The other members of the class will offer any adjectives they have heard used to describe the group that Type A represents.

As each student volunteers an adjective, he or she will stand between Type A and Type B facing

sents.

As each student volunteers an adjective, he or she will stand between Type A and Type B facing Type A. These students represent the various stereotypes that come between an interviewers and those interviewed. Repeat the process for Type B..

With the volunteers standing in a straight line, ask Type A to describe Type B without moving. Have Type A describe things such as hair color, eye color, clothing, facial expression and what Type B feels on the inside. The student may be able to describe a couple things, such as hair or eye color, but won't be able to describe facial expression or feelings.

Ask Type A why he or she doesn't know everything about Type B. The student will probably say something like, "All these people are standing in the way." Ask the students, "Who are 'all these people?'" Guide the discussion so that the students realize that the people represent stereotypes that stand in the way.

Now ask the volunteers to sit down except Type A and Type B. Now and ask the class, "Now with all those stereotypes out of the way, can you describe the person?" They should realize that they can easily describe the physical attributes but they cannot describe what another person is like on the inside.

Tell your students that the point of this activity is to show how stereotypes associated with certain groups of people can stand in the way of writing an fair and accurate story.

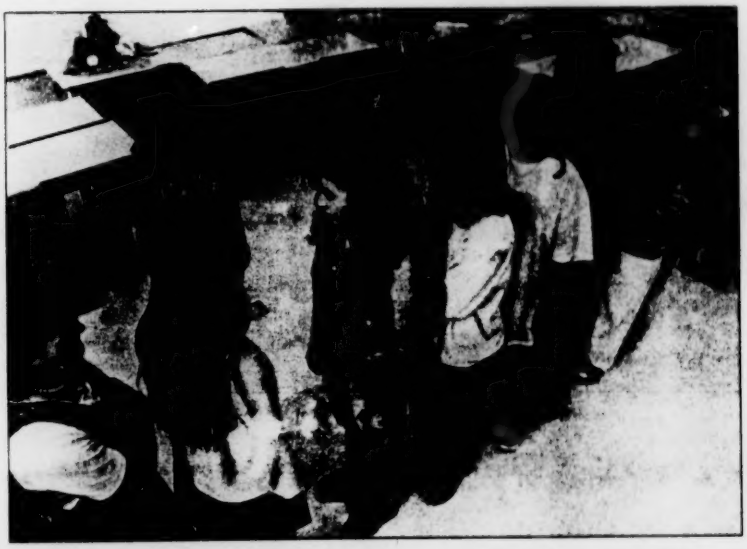
Discussion:

After the activity, initiate a class discussion by asking the following questions:

1. Does our paper fairly and accurately cover all the different groups at our school (racial, ethnic, academic, sports, etc.), or do we let stereotypes stand in the way?
2. What can we do before and during an interview and while writing a story to ensure balanced stories?

Help the class members develop a checklist of questions they should ask themselves before they interview a source and write a story. Rather than tell the students what they should do, encourage them to come up with ideas. Prompt them for any they may miss.

Compile the suggestions the students come up with and give each student a copy to refer to each time he or she writes a story.



Students are puzzled because they cannot describe each other because still other students are standing in their way.

Day 2:

Today students will write either an editorial or an opinion column through which they will discredit a stereotype associated with a group to which they belong. This may be any kind of group — racial, ethnic, religious, academic, sports, etc.

If students don't believe they belong to a stereotyped group, remind them of groups such as blondes, jocks, cheerleaders and "brains." Give the students the entire class period to write their editorials.

Day 3 — Wrapping It Up:

Today students will read each other's editorials or opinion column in groups of three or four. Group

BEST COPY AVAILABLE

Support Materials

Information taken from Scholastic Journalism

Types of Editorials

A. Editorial of interpretation: Explains the significance or meaning of a news event or a current idea, condition, or situation. Its purpose is to inform and explain.

B. Editorial of criticism or persuasion: Points out the good or bad features of a school problem or some situation mentioned in the news that concerns and interests readers. Its purpose is to influence.

C. Editorial of appreciation, commendation, or tribute: Praises, commends, or pays tribute to a person or organization that has performed successfully.

D. Editorial of entertainment: Takes for its subject a topic of school life or a topic of student interest outside school and develops it lightly. Often it has a serious point suggested gently and subtly.

Bart Asato stresses the importance of covering all sectors of the student body to this Honolulu Kaiser High School journalism student Lauren Vyetake.

BEST COPY AVAILABLE

For Further Reading

See sections on interviewing and opinion and feature writing in:

Biagi, Shirley. *Interviews That Work.* Belmont, California: Wadsworth Publishing Co., 1986.

English, Earl, Clarence Hach, and Tom E. Rolnicki. *Scholastic Journalism, 8th ed.* Ames: Iowa State University Press, 1990.

Ferguson, Donald L., and Jim Patten. *Journalism Today, 4th ed.* Lincolnwood, Illinois: National Text Book Company, 1993.

Killenberg, George M., and Rob Anderson. *Before the Story: Interviewing and Communication Skills for Journalists.* New York: St. Martin's Press, 1989.

Metzler, Ken. *Creative Interviewing: The Writer's Guide to Gathering Information By Asking Questions.* Englewood Cliffs, NJ: Prentice Hall, 1989.

Smith, Helen F., ed. *Springboard to Journalism, 5th ed.* New York: Columbia Scholastic Press Advisers Association of Columbia University, 1991.

Sample Checklist for

Cover me Fairly

Ask yourself the following questions before interviewing sources and before writing articles to insure fair and accurate coverage in our publications.

1. Does the source's race have relevance to the story I am writing? If not, leave it out.

2. Do I have strong positive or negative opinions or beliefs about the issue or person or group I am writing about?

3. Will my positive or negative beliefs about this issue or person or group prevent me from fairly and accurately writing this story?

4. Are the beliefs I have about the group rooted in stereotypes (jocks are unintelligent, cheerleaders are airheads, Asian Americans are assumed to be good at math)?

5. Can I write an unbiased story about this issue or person or group?

If you find that you are unable to write this story fairly and accurately because of your beliefs, give the story assignment to another staff member.

Total Coverage — Covering All Sectors of the Student Body

Bart Asato, Kaiser High School in Honolulu, Hawaii, developed this 2- to 3-day activity.

Goal for Lesson:
Students will learn the importance of covering all sectors of the student body in the school publications through an intensive class discussion and three short activities.

Learning Strategies:

A. Students will identify the different groups at their high school, including ethnic, gender, grade level, school groups or organizations and special interests.

B. Students will recognize the importance of providing coverage of all groups on campus.

C. Students will name different ways to include a variety of people in news coverage.

D. Students will conduct their own mini surveys so that they are immediately able to utilize the information they have learned.

Timeline:
This activity will take two to three class periods, depending on how long the discussion session lasts.

Materials Needed:
If possible, your school's demographics. You can get them from your main office or your State or Federal Department of Education. These include the percentage of each gender and "minority group," the locale (urban, rural, inner city, suburban, etc.), size of school (number of students in each grade) and the type of school (public, private, alternative, special education).

Getting Started:
Ask for five volunteers to come up in front of the class. Ask them to stand together and tell them that they represent the student body. Take one of the students, remove him or her from the group and tell the students that this person represents the school publication editor and staff. Take two more students from the group and say they are friends of the staff.
Tell the students to act out the following scenarios:
The editor decides to do a story about what kinds of music students like, and he asks his friends for their opinions on the subject. (Have the person playing the editor ask the two friends about their favorite musical group.)
Next, the editor decides to do a story about favorite hangouts and asks the same two friends for their opinions. The editor also plans to do a story about the tennis team, which the two friends are a part of. (Have the students act out these scenarios as well.)
Emphasize the point that these scenarios occur over the course of the school year.
Now ask the other two students, who have been standing in front of the class saying and doing nothing, these questions:

- How do you feel about not being asked your opinion?
- How does it feel to be left out of your school's publications?
- Will people who are not being covered continue to read the newspaper or yearbook?

Tell the students that the point to be taken from this activity is that the student publications need to reach the optimum number of readers in order for the publication to have the greatest impact.

The Lesson:
Days 1&2:

Initiate a class discussion based on the subject areas on the worksheet on the next page by asking the questions in the sheet.
Allow students to explore the answers to the questions. If students are stumped, or if class participation starts slowly, prompt them with the possible answers or responses which are given in italics below.
Note that there are many possible answers to

these questions; the italicized answers below are just suggestions for the adviser's use. The goal of the activity is to have students come up with their own solutions.

Day 2:

Continue class discussion. Go around the class and ask how many students are interested in attending college. Point out the differences between those who want to go and those who want to enter the work force. The students in class may have varying interests concerning their plans after high school.

Assignment for next class:

Ffor students to usethe information they have learned and discussed, they will each do a mini survey of their own. (Use the information included with Activity 1: The Music Lesson — A Mini-Survey in this guide.)

Day 3:

Students will hand in their surveys with the information compiled.

Wrapping It Up:

After students hand in their surveys, initiate a final discussion which will summarize the topics and activities of the last couple days. Ask the students, "What can we expect by expanding coverage?" Below are some ideas you can share with your students, but allow them to explore the question on their own as well.

- More response to what we publish.
- More people interested in contributing to the publications.
- More readers.
- We can build a better publication staff.
- Expanding coverage will encourage a variety of people to join the staff in the future.
- This will eliminate any thoughts that the publication staff is elitist. ◆

Answers to Worksheet Questions

The answers to the questions on the worksheet are included in italics.

I. Writing for your readers

a. Whom are we producing the publication for?

b. Who makes up our high school's student body?

Males or females, seniors to freshmen, ethnicity, special interests, academic interests, etc.

c. How do you get your readers interested in your paper?

Write stories that affect or interest them, include them in your coverage.

II. Identifying your readers

a. What does the term "demographics" mean?

Statistics of a population, including gender, race, etc.

b. How do we find out our readers' demographics?

Students can see if the school has stats on file, including race, gender, grade level, etc. Their state Department of Education has this information as well.

III. Including a variety of people in coverage

a. Does the publication staff reflect the student body?

What does the staff lack? Freshmen? Is it female or male dominated? Is there a lack of some racial groups?

b. How can we add a variety of people to our coverage?

Stories, photos, non-staff contributions, etc.

c. What sources can we use so that we reach a wide range of people?

Students, teachers, administration, daily bulletin, community newspaper.

IV. Breaking out of the mold

a. How can we write stories so that everyone is covered equally?

When asking for views and opinions for a story, ask a variety of people with different interests. Make sure that there is an even number of males and females, that every grade is represented if it is a school-wide story, and that the sources are ethnically balanced.

- Start with a list of people who have appeared in the paper and keep track so that the same people won't be quoted over and over again.
- Invite groups or individuals to contribute articles that are newsworthy.
- Each issue should have stories about groups and individuals you normally don't read about.

b. How can we ensure equal coverage in our photos?

- *Try to shoot photos of people who normally don't get into the paper.*
- *Avoid excessive use of photos of staff and friends.*
- *Get photographers to scope the campus for new people to photograph.*
- *Invite groups or individuals to contribute photos that are newsworthy.*

c. How can we make sure our opinion pages reflect the diversity of the student body?

Invite groups or individuals to address specific topics where they can provide a better understanding or alternative view to one you may already have.

Consider doing "What do you think?" columns that include a variety of faces and opinions.

Total Coverage

A. Writing for your readers

1. Whom are we producing the publications for?

2. Who makes up our high school's student body?

3. How can we get readers interested in our paper?

B. Identifying your readers

1. What does the term "demographics" mean?

2. How do you find out about our readers' demographics?

3. What are our school's demographics, including: percentage of each gender and "minority group," size of school, locale, and type of school?

C. Including a variety of people in coverage

1. What is the makeup of the staff at our school? Does the publication staff reflect the student body?

2. How can we add a variety of people to our coverage?

3. What sources can we use so that we reach a wide range of people?

D. Breaking out of the mold

1. How can we write stories so that everyone is covered equally?

2. How can we ensure equal coverage in our photos?

3. How can we ensure that our opinion pages reflect the diversity of the student body?

BEST COPY AVAILABLE

The American Dig — Unearthing School Journalism Artifacts

Goal for Lesson:
Since students may not be aware if their publications are biased or unequal in the reporting, this activity will give students an idea of how accurately their publications represent the student body as a whole. This exercise should be conducted twice a year, before the first publication and after the last one.

Learning Strategies:

A. At the beginning of the school year, students will analyze the previous year's publications for content to determine what is and is not covered. At the end of the year they will determine what has and hasn't changed throughout the year and from the previous year.
B. To analyze the publications' content, students answer questions on The American Dig Worksheet.
C. Students will also examine publication staffs to determine if its demographics influence coverage.
D. Students will apply their findings toward improving the current year's publications. At the end of the year they will determine whether or not they have made significant changes in coverage.

Timeline:
This activity will last one to two class periods.

Materials Needed:
A complete set of newspapers from last semester, or from the previous school year.

Getting Started:
Read the set-up at the top of The American Dig Worksheet to the class.

Activity:
Students will examine the publications. In order to make sure each student gets to look at all publications, they may be put into small groups and alternate the publications among the groups. As the students analyze content they will answer the questions on The American Dig Worksheet found in this manual.

Wrapping It Up:
Initiate a discussion over the students' findings when they have finished their worksheets. Include a discussion of the type of research, and ask students which type of research they are conducting.
Questions to ask during the first examination of the publications:

1. Was our coverage of different groups (racial, ethnic, etc.) and organizations (popular clubs versus obscure clubs, girls sports versus boys sports) equal last year?
2. What changes should be made which will make coverage more equal?
3. Does our staff reflect all aspects of our student body?

Questions to be asked during the final examination of the newspapers:

1. Did we stick to the changes we planned to make this year?
2. Were the changes we made significant or did they only last for a short time?
3. How did this year's publications differ from the previous year's regarding coverage?

◆ When doing this activity at the end of the year, you may want to set goals for the upcoming school year. ◆

Willie Wooten reminds Detroit Finney High School students that their paper represents the student body as a whole.

Types of Research

Source: R.B. Rubin, A.M. Rubin and L.J. Piele define the following in *Communication Research: Strategies and Sources*, Belmont, CA: Wadsworth, Inc., 1986.

Descriptive Research

Descriptive researchers seek to describe or to explain what is, rather than what was (which is the realm of historical research). Since the present state of affairs differs from the past, new information must always be collected and described. Knowledge of the past events and research, though, helps to structure questions and to give direction to descriptive studies. It is always imperative that you examine past materials related to your present research question.

Observational Research

Observational research is a type of descriptive procedure. Trained observers describe the behaviors of those persons being studied. However, the aim of the research is still to describe or explain what is.

Example

Suppose we have an interest in studying the communication between a principal and the teachers in schools. We could devise a questionnaire based on questions we want answered and mail them to teachers in randomly chosen schools. Sometimes we will find that our questions are not answered to our satisfaction or that the response rate is low. The teachers may feel that the principal might see their answers or they may not answer in enough detail to provide any insight into principal or teacher communication. Observational techniques might be more effective for gathering this information.

Content Analysis

Another method of observation is content analysis, which focuses on the characteristics of the content of the communication. The purpose is to learn something about the content, those who produced the messages, and/or the effects the content might have on receivers. Speeches, news reports, and television programs are often subjected to content analysis to learn about underlying attitudes, biases, or repeating themes.

Example

If, to continue our example, we were to perform a content analysis on the memos principals sent to teachers, we might decide to code each sentence according to its topic: directive, helpful suggestion, reprimand, request for information, friendly reminder, compliment, and so on. This would let us determine the actual nature of the communication process between principals and teachers. The type of topic could be affecting the communication process without the superiors being aware of this effect. Content analysis can thus provide important information.

Participant Observation

This is another observational technique used to study social situations or organizations. Researchers become a part of the social environment they are studying. They systematically record and classify their observations. The end result of the research is an analytic description of the social situation or organization, moving from specific observations to generalization about the situation or organization.

Participant observers rely on their own observations, on information from group members, and on whatever records and materials are available and pertinent.

Example

A participant observer may secure a job in a school, observe principal or teacher interactions, talk to colleagues who have worked there for more than two years, examine memos, overhear conversations, and, perhaps, examine personnel files. From these observations, the researcher would form conclusions about communication patterns in this particular school.

BEST COPY AVAILABLE

Support Material:

Berger, Arthur Asa. *Media Analysis Techniques.* Sage Publications, 1991.

Brodie, John V. *Are Student Newspapers as Readable, Interesting and Thorough as Community Newspapers? A Content Analysis of Student and Community Daily Newspapers.* August 1992. Available on ERIC; #ED349571.

Rubin, R.B., A.M. Rubin and L.J. Piele. *Communication Research: Strategies and Sources.* Wadsworth, Inc., 1986.

Scanlon, Patricia Anne. *Student Talk in Cooperative Learning Groups* . University of Iowa thesis, 1988.

Weber, Robert Philip. *Basic Content Analysis,* 2nd Edition. Sage Publications, 1990.

The American Dig-Worksheet

It is the year 2092. You just got a great part-time job as a researcher for a local university professor who is writing a popular culture or history textbook about life in the United States in the late twentieth century. Your first assignment is to find out everything you can about what it was like to be a teenager in the year 19__. Your research will be the basis for at least one chapter of the new book, maybe more.

Here's the catch: The only record of teenage life in 19__ available to you is a complete set of student publications from _____ High School.

You will have to describe what teenagers were like and what life was like for them in 19__ based entirely on what you read and see in the publications you have.

A. Study the photos to describe what teenagers in 19__ looked like.

1. What was the racial or ethnic mix in their school?

2. What kinds of clothes did they wear?

3. In what kinds of activities did they seem to be involved?

B. Read the stories to determine the issues and problems important to them.

4. What issues were covered?

5. Did the stories reflect a diverse student population, or did this school seem to be a pretty homogenous place?

6. In what kinds of activities did they participate?

C. With the information you've collected, answer the following questions.

7. How well did our school's publications reflect life as you knew it in school last year?

8. If it did not accurately reflect the school community, why or why not?

9. In what areas did it seem to be most accurate in reflecting student life? Why?

10. In what areas did it seem to be least accurate in reflecting student life? Why?

D. Compare and contrast the variety of issues that student journalists describe against the "realities" of life in your school. How accurate is the portrayal?

E. Do the stories and photos adequately represent the diversity — ethnic, racial, class — that exists in our school? If there are groups missing, why is that so?

F. Draw conclusions from your findings.

11. What conclusions can you draw about coverage and staffing?

12. Do those conclusions apply to daily newspapers and other professional news media?

13. Does staffing affect story selection?

14. What might that mean for members of groups who are not represented on the staff?

15. Can you draw similar conclusions about daily newspapers, magazines and radio and television news?

BEST COPY AVAILABLE

Know Where You've Been to Know Where You're Going

Jack Kennedy, City High School, Iowa City, Iowa, suggested and developed this 1- to 2-day activity.

Goal for Lesson:
This exercise involves several levels of content analysis. (See page 26 for the definition of content analysis.) It combines specific content and source analysis to produce a global picture of how a publication reflects its reading community. The first component of the exercise is fact gathering; the second component is analysis and synthesis.

Learning Strategies:

A. Students will analyze each issue of their newspaper and compare each succeeding issue with the preceding one. Students may elect to use several recent issues of the yearbook instead of the newspaper.

B. Students will collate all of the data and compare and contrast it with previous and upcoming issues.

Timeline:
Do this activity after the publication of each issue of your newspaper. The activity can be completed in one to two class periods.

Materials Needed:

1. The tally sheets found in this manual.
2. Enough copies of your newspaper for each student.
3. If possible, have handy a full demographic workup of the school and community.

Getting Started:
We can get caught up in all the details of producing our publication to the point that we miss the big picture entirely. That's when a content and source analysis can come in handy. This assignment begins with a thorough breakdown of the paper into small components.

Lesson:
Working in pairs, one person will list all the stories, photos, briefs, infographs, etc. by coverage area. They will use the tally form for this, which has space for annotation. The other person in the team will list all sources used in the paper, within categories as listed on the source tally sheets. Students can compare and contrast their data with demographic results previously gathered. Each time this activity is done, students will also compare each current issue with the preceding issue.

Optional:
Do this activity on a file of exchange papers (from a similar school, or from an excellent publication). You may not be able to determine all the data without previous knowledge of the school situation.

Wrapping It Up:
Tell the students that once the data has been gathered, the true value of the exercise is determined by the analysis they perform. At the end of each activity, initiate a discussion by asking questions such as the following:

- Are there obvious cases of little or no coverage?
- Are some sources clearly overused?
- Was an ethnic balance of sources used?
- Do white reporters tend to interview white sources?
- Do juniors tend to interview juniors?

Optional:
Using a relational database program, create fields corresponding to the tally sheet columns and fill in the data. This can result in very sophisticated statistical breakdown, where you relate writer to sources to direct or indirect quotations, for instance. This can provide a reporter with a picture of how he or she is doing in coverage and use of sources. This can be done without computers — but as the data increases, the task becomes more and more complex. The entire staff analyzes the data with an editor in charge. ◆

For Further Reading

See sections on coverage and sources in:

Austin, Erica Weintraub. "Source v. Content of Judgments of News Believability." *Journalism Quarterly*, vol. 71, no. 4, p. 973-83, Winter, 1994.

Strentz, Herbert. *News Reporters and News Sources: Accomplices in Shaping and Mis-shaping the News, 2nd ed.* Ames: Iowa State University Press, 1989.

See "American Dig" lesson plan for suggested reading materials and for more information on content analysis.

Diversity Analysis Tally Sheet

Writer/ Photographer	Headline of Story/Photo	Type	Page/Section	Coverage Area	Annotation
		1. Story 2. Brief 3. Photo 4. Infographic	1. Front Page 2. Feature 3. Sports 4. Op/Ed 5. Special Report	1. School News 2. Community News 3. State News 4. National News 5. World News	

Content Analysis Tally Sheet

Writer/ Photographer	Ethnicity	Grade Level	Headline of Story/Photo	Source Name	Gender	Ethnicity	Category	Type	Quotes
	1 White 2 African American 3 Asian American 4 Hispanic American 5 Other	1 Senior 2 Junior 3 Sophomore			1 Female 2 Male	1 White 2 African American 3 Asian American 4 Hispanic American 5 Other	1 Freshman 2 Sophomore 3 Junior 4 Senior 5 Faculty 6 Administration 7 Authoritative 8 Other	1 In Person 2 On Paper	1 Direct 2 Indirect 3 Mixed

BEST COPY AVAILABLE

Locating Local and National Journalism Sources and Resources

Nancy Gallman, Bolingbrook High School, Bolingbrook, Illinois, suggested this 2- to 3-day activity.

For Further Reading

Editor and Publisher International Yearbook. **NY: The Editor and Publisher Company. Updated yearly.**

Bacon's Newspaper Directory of Daily and Weekly Newspapers, News Services and Syndicates. **Chicago: Bacon's Information Inc. Updated yearly.**

Gale Directory of Publications and Broadcast Media. **Gary Braun, ed. Detroit: Gale Research, Inc., an International Thomson Publishing Company. Updated yearly.**

Goal for Lesson:
This lesson will acquaint students with the various local and national journalism or media resources available to them. The activity may work best if half the class works on local organizations while the other half concentrates on national organizations.

Learning Strategies:
A. Students will examine a list of national sources and resources and will determine whether or not local chapters of the organizations exist in their community.
B. Students will compile their own list consisting of addresses, phone numbers, etc., of local and national sources and resources.
C. Out of all the organizations, students will chose one on which they will write a short summary.

Getting Started:
Ask students, "If you had a question about student press rights that I was unable to answer, where would you go for the answer?" After the students offer their answers, tell them that one available resource is the Student Press Law Center, an organization which deals with freedom of the press, etc. Tell the students that there are several local and national resources available to them.

Timeline:
This activity will last two to three days.

Materials Needed:
One or more phone books (from your community and surrounding areas), a city directory, copies of a media, broadcaster and newspaper guides, and access to one or more telephones as well as writing utensils.

Activity:
Give students a copy of the list of national resources and the resources form, both found in this manual. With the phone book(s) students will determine whether local chapters of the national organizations exist in or near their community. Students may also want to call the national chapters and ask where the nearest chapter to them is located. With help from the resources form, students will identify certain local resources (newspapers, television stations) and will start gathering the information listed on the local and national resources form by using the phone books and making phone calls.

Assignment for the next class:

Students will chose one organization on which they will write a short summary. Students will be expected to do some research outside of class and include the following in their write-ups:

1. Name of organization and acronym.
2. Address and phone number.
3. Closest chapter.
4. Services offered (contests, workshops) including those especially for minorities.
5. Publications.
6. Year founded.
7. Contact person.
8. Is the organization for students, journalists or educators?

When all the information is compiled, one student can type up a final copy and post it near the phone. Students hand in their assignments at the end of class.

Wrapping It Up:
Students share the information they found about the organizations researched with the rest of the class. Give students examples of situations in which they may need to contact the organization.

◆ Tell your students how beneficial it may be for them to become a member the national organizations. Memberships may lead to sources for stories, jobs, internships, scholarships, contests, workshops, seminars, and support groups. ◆

Resource Directory

For High School Journalism Students and Teachers

Students will use this resource guide often in their work as a journalists. To make this guide more useful, the next activity helps you to find the same information for local and state sources of information and journalism resources.

American Association of Advertising Agencies

405 Lexington Ave.
New York, NY 10174
212-682-2500
Fax: 212-573-8968
Web site: http://www.commercepark.com/AAAA/AAAA.html/
Contact person: Martha Brown
Sponsors annual summer internships for minority college students.

American Council on Education

1 Dupont Circle NW, Suite 800
Washington, D.C. 20036-1193
202-939-9395
Fax: 202-785-8056
E-mail: Call for address
Web site: http://www.aceet.edu
Contact person: Allan Jimenec
Sponsors several education publications and has an office of minority affairs.

American Society of Newspaper Editors (ASNE)

P.O. Box 4090
Reston, VA
22090-1700
703-648-1145
Fax: 703-476-6125
E-mail: asne@asne.org
Contact person: Veronica Jennings
Has minorities committee and scholarships for high school students.

Asian American Journalists Association (AAJA)

1765 Sutter Street, Room 1000
San Francisco, CA 94115
415-346-2051
Fax: 415-931-4671
E-mail: aaja1@aol.com
Web site: http://www.aaja.org
Contact person: Melissa Seid
Offers internships, scholarship assistance. Chapters located in major U.S. cities.

Columbia Scholastic Press Association (CSPA)

MC 5711
2960 Broadway
Columbia University
New York, NY 10027-6902
212-280-3311
Fax: 212-280-7049
E-mail: ejs3@columbia.edu
Web site: http://www.columbia.edu/cu/cspa
Contact person: Edmond J. Sullivan, Director
National high school journalism organization. Offers magazines, media evaluation services, contests and conferences.

The Dow Jones Newspaper Fund

P.O. Box 300
Princeton, NJ 08543-0300
609-452-2820
Fax: 609-520-5804
E-mail: newsfund@plink.geis.com
Contact person: Richard S Holden, Exec. Director
Sponsors journalism intensive writing courses for high school journalism teachers, sponsors high school journalism workshops, provides career information and listing of high school journalism workshops. Offers a free quarterly newspaper for journalism teachers and advisers.

The Freedom Forum

1101 Wilson Blvd.
Arlington, VA 22209
703-528-0800
Fax: 703-284-2879
E-mail: news@freedomforum.org
Web site: http://www.freedomforum.org
Contact person: Brian Buchanan
Sponsors programs, publications and projects on free press, free speech and free spirit for all people.

Future Journalists of America

P.O. Box 488
Norman, OK 73070
405-325-2453
Fax: 405-325-7384
E-mail: lauraschaub@uoknor.edu
Contact person: Laura Schaub

Journalism Education Association (JEA)

Headquarters/Bookstore/Membership Kedzie Hall 103
Kansas State University
Manhattan, KS 66506-1501
913-532-5532
Fax: 913-532-7309
E-mail: jea@spub.ksu.edu
Web site: http://www.spub.ksu.edu/~jea
Contact person: Linda Puntney, Executive Director
National high school journalism adviser organization. Offers bookstore, quarterly magazine, contests and conferences.

National Association of Black Journalists (NABJ)

11600 Sunrise Valley
Reston, VA 22091
703-648-1270
Fax: 703-476-6245
E-mail: nabj01@aol.com
Web site: http://www.nabj.org
Contact person: Renee Hickman
Has regular national newsletter for members. Local chapters sponsor high school workshops, writing contests and newsletters.

National Association of Broadcasters (NAB)

1771 N Street NW
Washington, D.C. 20036-2891
202-429-5350
Fax: 202-429-5410
E-mail: jmerli@nab.org
Web site: http://www.nab.org.
Contact person: Miss Hunter
Offers summer minority career broadcasting training program and career day speakers.

National Association of Hispanic Journalists (NAHJ)

National Press Building, Suite 1193 529 14th St. N.W.
Washington, D.C. 20045
202-662-7145
Fax: 202-662-7144
E-mail: nahj@tmn.com
Web site: http://www.latino.com/nahj/
Contact person: Jose D. McMurray, Executive Director
Has monthly newsletter for members, offers national scholarship competition for high school and college students. High school workshops are offered in cities with local chapters.

BEST COPY AVAILABLE

National Association of Minority Media Executives
1401 Concord Point Lane
Reston, VA 22094-1307
703-709-5245
Fax: 703-709-5245
Contact person: Carl E. Morris, Executive Director

National Black Public Relations Society
30 West Washington, Room 502
Chicago, IL 60605

National Federation of Press Women (NFPW)
4510 W. 89th St.
Prairie Village, KS 66207-2282
800-780-2715
Fax: 913-341-6912
E-mail:
71072.2356@compuserve.com
Contact person: Pris Chansky
Offers career information, mentor program and annual writing competition for high school students.

National Press Foundation
National Press Building, Suite 1282 Washington, D.C. 20045
202-662-7350
Fax: 202-662-1232
E-mail: npflynn@aol.com
Contact person: Bob Myers, President
Assists students by offering summer workshops in various U.S. cities.

National Scholastic Press Association (NSPA)
620 Rarig Center
University of Minnesota
330 21st Ave. S.
Minneapolis, MN 55455
612-625-8335
Fax: 612-626-0720
E-mail: info.@studentpress.journ.umn.edu
Web site: http:/student-press.journ.umn.edu/nspa/nspa/nspa.html
Contact person: Tom Rolnicki
National high school journalism organization. Offers quarterly newsletter, media evaluation service, contests and conferences.

Native American Communication and Career Development, Ltd.
1506 Broadway
Boulder, CO 80302
303-447-8760:
Fax: 303-443-7776
Contact person: John Echolhawk, Executive Director
Quarterly newsletter to members, job fair and career day for high school students. Local chapters sponsor high school workshops and writing contests.

The Poynter Institute for Media Studies
801 3rd Street South
St. Petersburg, FL 33701
813-821-9494
Fax: 813-821-0583
E-mail: info@poynter.org
Web site: http://www.nando.net/poynter/home.html Contact person: Robert J. Haiman, President
Offers mentor programs and writers' camps for high school journalism students.

Public Relations Society of America (PRSA)
33 Irving Place
New York, NY 10003-2376
212-995-2230
Fax: 212-995-0757
E-mail: hdq@prsa.org
Web site: http://www.prsa.org/
Contact person: Hal Warner, President
Has minorities committee that meets twice annually. Sponsors national internship competition.

Quill and Scroll Society (Q&S)
School of Journalism and Mass Communication The University of Iowa
Iowa City, IA 52242
319-335-5795
Fax: 319-335-5210
E-mail: Richard-Johns@uiowa.edu
Web site: Available at the end of May. Call for site address.
Contact person: Dick Johns, Executive Director
An international honorary society for high school journalists. Offers scholarships, bi-monthly magazine, writing contests, and yearbook excellence contest. Various publications and pamphlets available.

Radio-Television News Directors Association
1000 Connecticut Ave. NW
Suite 615
Washington, D.C. 20006
202-659-6510
Fax: 202-223-4007
Contact person: David Bartlett, President
Offers scholarships and fellowships for college students. Individual members speak at high school and college career fairs.

Society of Newspaper Design
P.O. Box 4075
Reston, VA 22090
703-620-4557
Fax: 703-620-4557
Contact person: Ray Chattman, Executive Director

Society of Professional Journalists (SPJ)
16 South Jackson St.
P.O. Box 77
Greencastle, IN 46135-0077
317-653-3333
Fax: 317-653-4631
E-mail: spj@plink2000.net
Web site: http://pown.hall.org/places/spj/
Contact person: Gregory Christopher, Executive Director
Offers career information for college and high school students and offers a national essay contest for high school students.

Southern Interscholastic Press Association
College of Journalism
University of South Carolina
Columbia, SC 29208
803-777-6284
Contact person: Beth Dickey

Student Press Law Center
1101 Wilson Blvd., Suite 1910
Arlington, VA 22209
703-807-1904
Fax: 703-807-2109
E-mail: splc@capaccess.org
Contact person: Mike Hiestad, Mark Goodman
Publishes a report three times a year, defends First Amendment rights of high school and college students.

Women in Communication, Inc. (WICI)
10605 Judicial Dr., Suite A4
Fairfax, VA 22030
703-359-9000
Fax: 703-359-0603
E-mail: comunik@aol.com
Contact person: Roni Posner, Executive Director
Publishes a monthly newsletter for members.

Local and State Sources and Resources

LOCAL NEWSPAPERS:

Name: _____
Address: _____
_____
Phone Number: _____
Fax: _____
E-mail: _____
Web Site: _____
Contact person: _____

Name: _____
Address: _____
_____
Phone Number: _____
Fax: _____
E-mail: _____
Web Site: _____
Contact person: _____

NATIONAL NEWSPAPERS:

Name: _____
Address: _____
_____
Phone Number: _____
Fax: _____
E-mail: _____
Web Site: _____
Contact person: _____

Name: _____
Address: _____
_____
Phone Number: _____
Fax: _____
E-mail: _____
Web Site: _____
Contact person: _____

STATE NEWSPAPERS:

Name: _____
Address: _____
_____
Phone Number: _____
Fax: _____
E-mail: _____
Web Site: _____
Contact person: _____

Name: _____
Address: _____
_____
Phone Number: _____
Fax: _____
E-mail: _____
Web Site: _____
Contact person: _____

LOCAL TELEVISION STATIONS:

ABC Affiliate Name: _____
Address: _____
_____
Phone Number: _____
Fax: _____
E-mail: _____
Web Site: _____
Contact person: _____

NBC Affiliate Name: _____
Address: _____
_____
Phone Number: _____
Fax: _____
E-mail: _____
Web Site: _____
Contact person: _____

BEST COPY AVAILABLE

CBS Affiliate Name: _____

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

PBS Affiliate Name: _____

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

Public Access Channel

Name: _____

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

STATE COLLEGES/ UNIVERSITIES (Journalism Depts.)

Name: _____

Newspaper Name: _____

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

Name: _____

Newspaper Name: _____

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site:

Contact person: _____

STATE CAPITOL:

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

Governor's Office: _____

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

Legislature: _____

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

Department of Education:

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

STATE/LOCAL CHAPTERS OF ORGANIZATIONS:

Local Quill and Scroll Chapter

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

State Advertising Executives Association

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

State Association for Broadcasters

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

State Association of Press Women

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

State Education Association

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

State Newspaper Editors Association

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

State Newspaper Publishers Association

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

State Radio-Television News Directors Association

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

State Scholastic Press Association

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

State/ Local Women in Communication (WICI)

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

State/Local Asian American Journalists Association (AAJA)

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

State/Local Association of Black Journalists (NABJ)

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

State/Local Association of Hispanic Journalists (NAHJ)

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

State/Local Public Relations Society of America (PRSA)

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

State/Local Society of Professional Journalists (SPJ)

Address: _____

_____

Phone Number: _____

Fax: _____

E-mail: _____

Web Site: _____

Contact person: _____

A Day in the Life Of Your High School — A Photographic Map of Your School

J.A. Ríos, Uvalde High School, Uvalde, Texas, suggested and developed this 6- to 7-day activity.

Students in J.A. Ríos' Journalism I class conduct library research before they begin making their photographic map of a day in the life of Uvalde High School.

Goal for Lesson:
Through photography, this lesson will give students a practical hands-on look at the school to map the multicultural life and activities.

Learning Strategies:

A. Students will write a letter to a professional photographer, inviting him or her to be a guest speaker in class.

B. Students will conduct an in-depth interview with the guest speaker.

C. Students will submit photo essays, which will be published in upcoming issues of the school newspaper or as part of the yearbook.

D. Students will write a short essay which addresses the following question, "What does it mean to go to _____ High School?" These essays may be published along with the photo essays.

Timeline:
This activity should be done at the beginning of the school year and will last at least six, possibly seven, days. You may have to make adjustments in the schedule as you go along.

Materials Needed:
Students will need access to camera, a lab (for at least one day) and access to a computer lab. This exercise is appropriate for small groups and should include as many members of the class who can take photos. Students are expected to have basic photography, interviewing and typing skills. Since this lesson focuses on photography, be prepared for the inevitable problems with films and cameras.

Day 1:

Getting Started:
Initiate a class discussion by conducting a poll or survey as a group brainstorm. Ask your students:

1. Do pictures really tell a story?
2. Do the pictures in our school publications reflect the diversity of our population?
3. Which groups have too much coverage, and which groups have been left out?

Keep the discussion focused. Address issues your students bring up, and answer any questions they have. This discussion will motivate students to take photos which have the most story-telling impact. This is a good time to review photography techniques, since the students will begin taking photographs during the next class period.

Day 2:

Today students begin taking photographs. All of the photographers will have the same job — to document "A Day in the Life of _____ High School." The students can take pictures of anything that happens that day — anything at all. They should take

BEST COPY AVAILABLE

action shots and avoid posed or "mugging at the camera" photos. This is an exercise where photographers will see the everyday stuff plus the unusual stuff that makes _____ High School a great place (or not such a great place) to go to school.

Newspaper class students film a real estate sales transaction for their day in the life of Uvalde High School photo activity.

Students can take pictures of their friends. They can also take photos of teams practicing, teachers teaching and students learning. They can take pictures of people working after school, getting home from school, doing necessary home chores, eating supper, getting up in the morning, washing up, preparing breakfast and even arriving at school in the morning.

Photographers can take pictures of teachers during their free periods, running off tests, grading class work and lecturing in class. They can take pictures of administrators talking to staff members and students.

Photographs should be close-ups, but cover shots are okay. Action and posed pictures are permissible. While most shots will be inside, outside candids should not be neglected.

Caution to students: Don't overlook the obvious. Students must consciously try to document what _____ High School personnel — particularly students — do in a typical day. Make allowances for atypical days.

Days 3 and 4:

Today photographers will work in the lab in order to develop and print the pictures for their photo essays. They will turn in five or six of their best shots for a grade. Each photo must have a caption, and each person in the photos must be identified.

This may involve two to three days depending on lab facilities available. In addition to the photos, students will turn in a page or two about: "What does it mean to go to _____ High School?" This writing assignment must be typed.

Day 5:

Today students will write a letter and invite either a free lance or staff photographer to be a guest speaker in class. There will probably be duplicate letters, but that's okay. No more than three photographers should be invited as guest speakers. Have students get involved in such protocol as making and confirming the appointment, making the presentation and writing a follow-up thank you letter.

The presentation can be in the form of a panel and the students can ask questions from their seats. The guests should be strong role models.

Today is also a good time to go over the basics of interviewing. Prepare some questions for tomorrow's guest after a brainstorming session. (See "Hints for Successful Interviewing" on page 42. These should be done in small groups of three or four. Prepare the students so that the actual interview will run smoothly. Remind them to bring their reporter's notebooks and writing utensils for the interviews.

Day 6:

This is the interview day. Make sure to have some of the students' work ready for the guest speakers to see. Perhaps they can find time to give an oral critique of specific strengths found in the students' work. If the guest speakers are not available for critiques, have the students critique each other's work in small groups and then as a class.

Day 7:

Wrapping It Up:
This activity is an umbrella exercise encompassing many facets of basic journalism. Focus on accuracy in multicultural settings in both weekly and daily coverage. Look at area weeklies and metropolitan dailies from both in and out-of-state. Look specifically at the school paper and annual.

- Are they accurate?
- Are they complete?
- Do they truly reflect "A Day in the Life of _____ High School?" ◆

Veronica Rodriquez and Laura Flores, right, talk with yearbook company representatives, Diane Uecker and Doug Thrasher as J.A. Rios looks on. The camera captures this moment in the day in the school's life.

Support Materials

See sections on photography, interviewing and feature writing in:

Eastman-Kodak Co. Staff. *Close-up Photography, Vols. 1 and 2.* Rochester, N.Y.: Eastman-Kodak Company, 1988.

Eastman-Kodak Co. Staff. *Kodak Black-and-White Darkroom Dataguide.* Rochester, N.Y.: Eastman-Kodak Company, 1988.

Eastman-Kodak Co. Staff. *Kodak Color Darkroom Dataguide.* Rochester, N.Y.: Eastman-Kodak Company, 1988.

English, Earl, Clarence Hach, and Tom E. Rolnicki. *Scholastic Journalism,* 8th Ed. Ames: Iowa State University Press, 1990.

Ferguson, Donald L., and Jim Patten. *Journalism Today!, 4th ed.* Lincolnwood, Ill.: National Textbook Company, 1993.

Hoy, Frank P. *Photojournalism: The Visual Approach.* Englewood Cliffs, N.J.: Prentice Hall, 1986.

Jacobs, Mark, and Ken Kokrda. *Photography In Focus, 4th ed.* Lincolnwood, Ill.: National Textbook Co., 1990.

Smith, Helen F. ed. *Springboard to Journalism, 5th ed.* New York: Columbia Scholastic Press Advisers Association of Columbia University, 1991.

Stroebel, Leslie, et al. *Photographic Materials and Processes.* Boston: Focal Press, 1986.

Hints for Successful Interviewing

Reprinted with the permission of Robert Greenman, from the Adviser's Companion, published by Columbia Scholastic Press Association

You cannot get original news without talking to people. Therefore, interviews are a necessity.

A. Prepare your questions beforehand, if possible. Unless you are covering spot news, prepared questions are assumed by the interviewee and your editor.

B. Before the interview, learn something about the person you will be interviewing, if possible. You will usually get a better response from people when they see you were interested enough in them to do some research.

C. Dress appropriately. In other words, use good judgment.

D. Introduce yourself before you do anything else. When you interview people outside the school, state your name, school, publication and purpose.

E. Be courteous. This does not mean that you cannot be persistent when you are looking for a straight answer. Remember, though, that a negative attitude on your part may hurt future contacts with someone. At the same time, however, you are not expected to take verbal abuse from the person you're interviewing.

F. Do not interrupt or talk too much about yourself.

G. Stay within the subject, unless the interviewee digresses and you see a more interesting or important story materializing.

H. Within reason, don't allow yourself to be the one who starts answering questions. Remember, you're the reporter.

I. Don't begin with the most important questions unless you're in a hurry. Put the subject at ease with some easygoing but good questions that start the conversation moving.

J. Observe facial expressions, mannerisms and gestures. Observe the surroundings. Observe the interviewee's silences as well as his or her talkative moments. Write down any of these things that you think might be useful to include in your story.

K. Write down as many direct quotes as you can that seem likely to be used. But make sure you write down exactly what the person says; if it's even slightly inexact, it cannot appear as a direct quote. If the person has made a grammatical error or used an obscenity, write it down anyway, if your intention was to have a direct quote, and discuss it later with an editor.

L. Don't bury yourself in your notebook so that you have little eye contact with your interviewee, but don't be afraid to concentrate on your writing either. People who are being interviewed understand that the reporter must spend much of the time looking down at his or her notebook. Don't be afraid, either, to ask the interviewee to speak a little more slowly, to repeat something or to spell an unfamiliar word.

M. Get the interviewee's phone number in case you have to check a fact or obtain additional information.

N. Check the spellings of all proper names, not only when the correct spelling is unfamiliar to you, but when a name has two or more possible spellings (Robin or Robbin, Steven or Stephen; Cathy or Kathy; Cohen or Kohn; Elmann or Ellmann). Place a small check mark in pencil over each name in your typed copy to indicate that it is the correct spelling.

O. Do not volunteer to show the interviewee a draft of the story before it is printed. If he or she asks to see the story before publication, say that it is not the paper's policy to show articles before publication, but offer to read back your notes right then and there so that the interviewee may add or change something if he or she wishes.

P. When the interview is over, thank the interviewee.

Q. If you take photos, make notes on what or whom they are of, and keep these notes in proper sequence. If you are photographing one or two people with whom you are talking, it is, naturally, polite to request their permission. If you are covering a speech or meeting, however, you need not ask anyone's permission.

R. Telephones are a reporter's right arm. Don't hesitate to call people back to check or verify. Telephone sources whom you may not have the opportunity to speak to face to face.

Exploring Discrimination Via Column Writing

Nancy Gallman, Bolingbrook High School, Bolingbrook, Illinois, suggested this 3- to 4-day activity.

Goal for Lesson:
To expose ourselves to different types of discrimination, develop a sensitivity toward those who are different and relate to others in a positive, meaningful way.

Learning Strategies:

A. Students will read columns professional journalists have written about encounters with discrimination.

B. Students will discuss the different kinds of discrimination they see in the articles that apply to their own daily lives.

C. Students will write a column based on their own experience(s) with discrimination.

D. Students will edit each other's work to ensure each piece is of publication quality.

Timeline:
This lesson will take three to four class periods. The activities should take place in an area with a lot of thinking space. If the weather permits, try a grassy area on campus or a nearby park. If you are confined to your school building, arrange the desks in a "U" shape; this provides an atmosphere more conducive to sharing ideas. Part of the lesson does require access to a computer lab.

Materials Needed:
You will need a classroom set of a sample article relating to discrimination. Two of them, "Confessions of an Americano: I Finally Realize I Didn't Want to Escape My Mexican Heritage" by Carlos Sanchez and "Nancy Drew — A Sleuth for All Time" by Dinah Eng, are found in Appendix B of this guide. Writing utensils and a lot of paper are needed as well.

Getting Started:
Ask students if they have ever been in a situation where they felt they had been discriminated against. Ask students if they have ever wanted to discuss their experience or write about how it affected their lives.

The Lesson:

Day 1:

Students will read the sample article silently and will then discuss it as a class. Use the following discussion questions to initiate the class discussion:

1. What was your initial response to the situation described in the article?
2. Have you experienced a similar situation?
3. How would you have responded or acted in that person's shoes?
4. Besides racial discrimination, what other types of discrimination do people face, particularly among your age group? Which of these are particularly prominent at our school?
5. Are there any additional comments, feelings or gripes?

Using the Prewriting Handout, students will gather information for their own personal experience articles. They will choose one of their experiences and write for the remainder of the class period. This will help them generate ideas for their own personal experience articles.

Assignment for the next class:

A rough draft of each article will be due the next day. Students must show their articles to a parent or guardian, and they must be prepared to orally share the reactions and comments of their parents or guardian.

Guidelines for assignment:

Write a column based on the unique experience you have chosen. Remember, the experience should tell about a time you felt out of place or

when you felt someone discriminated against you. Stick to the following guidelines:

1. Set the scene for your readers.
2. Even though this is a personal experience article, people still need to know the Five W's and H.
3. Use action verbs instead of forms of "to be."
4. Don't assume your reader already knows something; be descriptive and specific so you can capture the true flavor of your story.
5. Be expressive and playful with words. Try to vary your sentence beginnings and overall structure.
6. Make sure you use correct grammar and spelling.

Day 2:

As a class, list the top 10 things to look for when editing an article for the newspaper or yearbook. Then break the class into groups of three. The students will read and edit (based on the criteria the class came up with on the board) each paper in their group, as well as share the parent or guardian responses. Give the class at least 20 minutes to do this.

Give the students the rest of the class period to type, revise and proofread their articles, which will be due at the end of the class period.

Days 3 and 4:

Today students will get to share their articles with the rest of the class by reading them to their classmates. They can either stand in the front of the room or sit in U-shape.

Depending on how many students are in class, this activity may take two class periods.

Wrapping It Up:

After each student has read his or her article to the class, initiate a class discussion with the following questions (encourage students to be specific in the answers):

1. What are your reactions to your classmates' articles?
2. What do these true articles teach us about sensitivity?
3. What were the different types of discrimination you heard about while listening to your classmates' articles?
4. What do the articles tell us about discrimination, causes and solutions?
5. Could these be turned into feature stories or a whole feature spread or a double truck?

Optional Activity:

If you plan to publish your students' articles in the newspaper or yearbook, have students take one of their classmate's articles and turn it into feature story. Not only will this help your students to sharpen their writing skills, it allows them to use both op/ed pieces and feature stories in their newspaper or yearbook.

Options for Publication:

1. To make sure all or most of your students' articles are published, organize a double truck layout. This way, all or most of the articles could be published in one issue.
2. If you do this activity at the beginning of the year, publish two or three articles in the feature section in each newspaper. Your staff could take a year-long look at discrimination by publishing their articles throughout the year. The articles could also be used as a student life spread or special feature in the yearbook.

Alternative Ideas :

Instead of having your students write a column, have them interview a class member (someone of a different race, ethnicity, or someone with a disability) about their experiences with discrimination. From this interview, the students will write a profile or feature article. You could also have your students interview an adult community member and write either a profile or a feature article. ♠

For Further Reading

See sections column writing and editing groups in:

English, Earl, Clarence Hach, and Tom E. Rolnicki. *Scholastic Journalism,* 8th ed. Ames: Iowa State University Press, 1990.

Ferguson, Donald L., and Jim Patten. *Journalism Today!, 4th ed.* Lincolnwood, IL: National Textbook Company, 1993.

***Pulitzer Prize Editorials: America's Best Editorial Writing, 1917-1993, 2nd ed.* Ames: Iowa State University Press, 1994.**

Rivers, William L. *Writing Opinion, Editorials.* Ames: Iowa State University Press, 1988.

Smith, Helen F., ed. *Springboard to Journalism, 5th ed.* New York: Columbia Scholastic Press Advisers Association of Columbia University, 1991.

Prewriting Handout

Brainstorm

List a minimum of three memorable experiences where you felt out of place or when someone discriminated against you.

1. ..

2.

3.

Prewrite

Select one of your experiences and do some freewriting or clustering to help you generate details for a personal narrative. Feel free to use the space below.

Exploring Culture-Specific Information and Myths as Story Topics

Loretta Stewart, Fairley High School in Memphis, Tennessee, and Steve O'Donoghue, The Media Academy, Oakland, California, suggested this year-long activity.

Goal for Lesson:
This lesson consists of several activities that will make exploring culture-specific information less threatening to students, maybe even fun, and will promote fair comment on issues of concern.

In journalism class, it is often less threatening for students to explore culture-specific information as part of their overall responsibility as a student journalist. Students cover the entire community, provide fair comment on issues of concern, and act in a leadership role on campus. In doing so, the staff can expose their peers to information and issues they might not otherwise explore on their own. The student publications will then become a vehicle for students to research, write and publish stories that contain culture-specific knowledge. Journal[illegible]m skills expose not only the staff but the entire student body to issues of multiculturalism and diversity.

Learning Strategies:

A. Students will explore several different ways they can cover different racial and ethnic groups in the school publications, as well as the issues, holidays and events that are important to or affect these students.

B. Students will write feature and news articles, as well as reviews, about the experiences they encounter while doing these activities.

C. Students will sharpen such journalistic skills as interviewing, writing, statistic gathering, graph making, survey conducting, and researching.

Timeline:
These activities can be done all year long. Special emphasis should be given at the beginning of the year, but these issues should be considered throughout the year to improve the content of the student publications. You can do one each semester or choose one activity to do each month.

Materials Needed:
Since the following are just ideas for you to build your own lesson plans on, the materials needed are not included. Depending on how you decide to use the activities, you may need several items, or none at all.

Getting Started:
Before the first the activity you do with your class, initiate a discussion around the questions: Do we explore culture-specific information enough in our paper? Do minorities' issues get fair coverage in our paper?

Before the second and subsequent activities, ask: Are we improving on our exploration of culture-specific information? Are we giving minorities and issues that may concern them fair coverage?

Allow time for an in-depth discussion.

Lesson:
Build your own lesson plans on the ideas printed on the pages above. Choose some of the ideas to do periodically throughout the school year. You may decide to do one activity each month, or just one each semester or trimester.

1. Cover Diversity Issues In Depth:
Plan newspaper issues and yearbook sections with news, features and editorials and photos, art and graphs on such topics as the contributions of African Americans or the impact of Hispanic culture. Localize the focus.

2. Use Holidays as a Springboard:
Use a Martin Luther King Jr. Holiday or Black History Month to plan and execute a "blitz" on African Americans — articles on every page, with every section of the publication relating to the event. Avoid stale historical summaries of famous people. Include

profiles of heroes, but attempt to connect their lives and contributions to current events.

3. Use "Negative" Celebrations:

Many ethnic groups do not recognize Christopher Columbus as a hero. They may see him as an oppressor, the precursor of the devastation of their ancestors. This is an opportunity to explore issues such as colonization, imperialism, cultural conflict and genocide. Use a perspective with a historical point of view showing how it applies to the school and community today. For example, cover local Native Americans who were disenfranchised by European immigrants. Find out how they live now, what parts of their culture survive, and what parts have been altered or erased.

4. Bash Stereotypes:

Take an ethnic or racial stereotype and examine the roots of the stereotype. For example, research the stereotype that all Asian students are math and science grinds. Interview Asian students to discover their views; talk to non-Asians to determine their views. Use statistics and graph them to illustrate the situation and conduct a pre- and post-issue survey to discover to what extent the stereotype exists and what impact it has on attitudes.

5. Explore Other Cultures:

In each issue of the newspaper or yearbook, devote an entire page to the exploration of one aspect of a certain ethnic or cultural group. Examine a culture's language, food, music, clothing, hairstyles or customs that may be unfamiliar to or of interest to the student body.

6. Rainbow Features:

Schedule a feature for each issue that highlights a member of a different ethnic, racial, religious or cultural group from your school community. Emphasize both the differences and similarities and how the uniqueness adds a positive element for the school and community.

7. Food for Thought 1:

Do restaurant reviews on ethnic foods, but use them as an opportunity to inform readers about the authenticity of some ethnic foods (pizza, chop suey) as opposed to foods developed by ethnic groups in America. Introduce readers to dishes not normally promoted. For instance, many foods — other than tacos and burritos — are served in many Mexican American restaurants that reflect the large-scale immigration from Northern Mexico. Southern Mexican cooks use different ingredients and create different dishes. (See information on "How to Write a Review" on page 49.)

8. Food for Thought 2:

Stress the similarities of different peoples in the values, customs, traditions and behaviors they share. For example, an in-depth piece on "Corn Off the Cob" that informs the reader, perhaps humorously, how one product influenced the cultures of Native Americans, African Americans, Hispanics and Asians. Give sample recipes. Do a feature on Irish roots of "Country and Western" music or how the banjo was brought from Africa and incorporated into rural white and black music.

9. Multicultural Graphics:

Run standing infographics that catch the readers' attention and impart a single fact quickly and with high impact. Run a "Did You Know" feature with a graphic that gives information about an ethnic or cultural group represented on campus. Find information that the majority of the students may not know or information that counters a stereotype.

10. Multicultural Teams:

Send out mixed racial or ethnic teams to cover culture-specific events. For example, send Hispanic *and* African American reporters to cover Mexican Independence day or Cinco de Mayo celebrations. Or, send African American and white reporters to cover Martin Luther King Jr. Day activities.

11. Identity Crisis:

Tackle issues that affect students as minorities in America . Show how these issues affect students as a group in relation to others of both majority or minority cultures thrown together in school. For example, publish stories, polls, columns, art and photos dealing with the Babel of labels and names students use to identify themselves — such as Black, Afro-American or African American.

- Examine the use of pejorative names. Report on how students deal with situations where these terms are used. Find out why, when, and

by whom it is acceptable for some of these terms to be positive or negative.

- Publish a photo essay with copy based on a "Who Am I?" theme that shows the rainbow of faces in school and include student names and heritage. This helps to break down many assumptions about the easy division of people into four or five categories. For instance, African American students may have White or Native American ancestors. Native American students may have Spanish last names so everyone assumes he or she is Mexican.
- Focus on one group (like Hispanics) and emphasize the complexity of this single group (Mexican, Salvadorean, Puerto Rican, Cuban, etc.). Stress unity in language and certain aspects of culture as well as the differences in dialect, foods, history, dress and immigrant experience.

12. Focus On the Other:

From a social science perspective, examine human behavior that is independent of race, culture, ethnicity that divide people. Look at xenophobia and other aspects of fear of strangers or those who are different. Cover an entire spectrum of issues like the division of the student body into neighborhood groups and the fear of new immigrants.

13. Focus On the Same:

Look at why ethnic or culturally based support clubs and organizations form within the school. In several areas White students have begun, or have attempted to begin, clubs for Europeans. Is this different than a Black Student Union, or is it normal for teens to want to feel included, special and separate, yet part of the whole?

14. Business As Unusual:

Examine local impact of immigration and ethnic specialization in careers that may lead to or reinforce stereotypes. For example, why are many of the local grocery stores operated by _____ (Koreans, Chinese, Puerto Rican, Cuban). Talk to the operators and students whose parents run the stores. Tell the story so that students can understand the political or economic factors that created the situation. Use graphics or art to reinforce your story.

15. Our View:

Let cultural specific groups have a voice that others on campus can hear by publishing a standing column or regularly scheduled articles. Solicit letters to the editor via English, social studies and English as Second Language teachers on topics of concern to racial and ethnic minorities.

16. All Inclusive:

Write on issues that touch everyone but have a special impact on minorities and/or relations between groups. Suggested topics include: red-lining and real estate practices that cause racial isolation; credit discrimination by gender and race; the unequal coverage of minorities in textbooks; coverage by the professional press of schools and teens; and censorship of youth music.

17. Self Critiques:

Using content analysis and informal staff feedback, critique the publication after each issue with emphasis on inclusion. Ask your staff: Are we including everyone? Is the diversity of our school reflected in stories, sources, photographs or topics of interest?

Wrapping It Up:

Initiate a discussion after each activity so students are able to voice their thoughts, feelings and opinions on the activities and the issues being dealt with. Begin with the basics, especially if you are in a situation where there is tension between groups on campus or resistance by the staff, students, parents or the administration to multicultural initiatives. Examine the social, political, economic and geographic divisions of the school and show how they all fit into the school's mosaic. ◆

How to Write a Review

1. A review is an informative account of the content and qualities of an art form — book, play, movie, concert, opera, recording, art exhibit, restaurant, or even an individual painting or sculpture.

2. Technically, *review* means a *looking back* or *looking again.* Therefore it implies that the reviewer knows the subject matter and does not make snap judgments or express personal biases or prejudices.

3. Usually the reviewer is a critic with special qualifications to make evaluations of a particular art form.

The word *critic* itself comes from the Greek word *kratein,* which means *to judge,* and judgment means weighing and considering the various aspects of a work of art intelligibly. The phrase *critical review* is usually used to describe this kind of writing.

Parts of good review

1. The approach to the subject

This may be a brief introductory paragraph, or lead, telling the reader of the general or specific nature of the subject reviewed — a book (novel, biography, essay, etc.), restaurant (Italian, Mexican, Chinese, Indian, etc.), play (comedy, farce or tragedy), and the like. This paragraph may highlight the chief feature or most timely aspect of the work. It may emphasize or summarize the critic's reaction, favorable or unfavorable.

2. Presentation of the subject

If the art form is a novel, play or film, the reviewer usually gives a short summary of the plot and characters but not so much that the work will be spoiled for those who read or see it. If a restaurant is being reviewed, the critic may describe the atmosphere and the service. Regardless of the art form, the reviewer makes clear what its purpose is and evaluates it in terms of that purpose: How well does the artist succeed in accomplishing it?

3. A critical evaluation of the work

A reviewer discusses the strengths and weaknesses of an art form (at least opinions of it) by relating specific examples from the work to support the judgment. Opinions should be supported with specific examples. Reviewers on school papers must be careful about praising too lavishly. It's much better to single out specific strengths or weaknesses. Nearly every work has both good and bad features. To be objective and convincing, a high school reviewer will usually use quotations from knowledgeable people on their opinion of the artistic form and its details.

For Further Reading

See sections on reporting and opinion and feature writing in:

English, Earl, Clarence Hach, and Tom E. Rolnicki. *Scholastic Journalism, 8th ed.* Ames: Iowa State University Press, 1990.

Rivers, William L. *Writing Opinion, Reviews.* Ames: Iowa State University Press, 1988.

Smith, Helen F., ed. *Springboard to Journalism, 5th ed.* New York: Columbia Scholastic Press Advisers Association of Columbia University, 1991

Support Materials

Taken from *Scholastic Journalism* by Earl English, Clarence Hach and Tom E. Rolnicki, 1990.

How is My Life Different Because of Affirmative Action?

Lynne Coleman, J.F.K. International School, Berlin, Germany, suggested this 3-week long activity.

Goal for Lesson:
To explore the answer to the question, "How is my life different because of Affirmative Action?" The lesson is best taught to an introductory journalistic writing class. It is especially appropriate for an intensive writing or Advanced Placement program where students are accustomed to working individually on long-term project.

Learning Strategies:

A. Through research and by reading several articles about Affirmative Action, journalism students of all races and ethnicities will learn historical facts about Affirmative Action.

B. Students will participate in class discussions about Affirmative Action.

C. Students will learn and be able to practice research and news gathering skills.

D. Students will prepare an Affirmative Action clip file.

E. Students will be able to recognize loaded words, politically charged labels and hidden agendas in newspaper and magazine articles.

F. Students will participate in a debate on Affirmative Action.

G. Students will interview an adult member of the community about how Affirmative Action has affected his or her life.

H. Students will write up their findings three ways:

1. A feature article over the history of Affirmative Action.
2. A profile of a community member's experience(s) related to Affirmative Action.
3. A personal experience story or essay or article which explores the answer to the question, "How is my life different because of Affirmative Action?"

Timeline:
These activities should be taught over a period of 15 days.

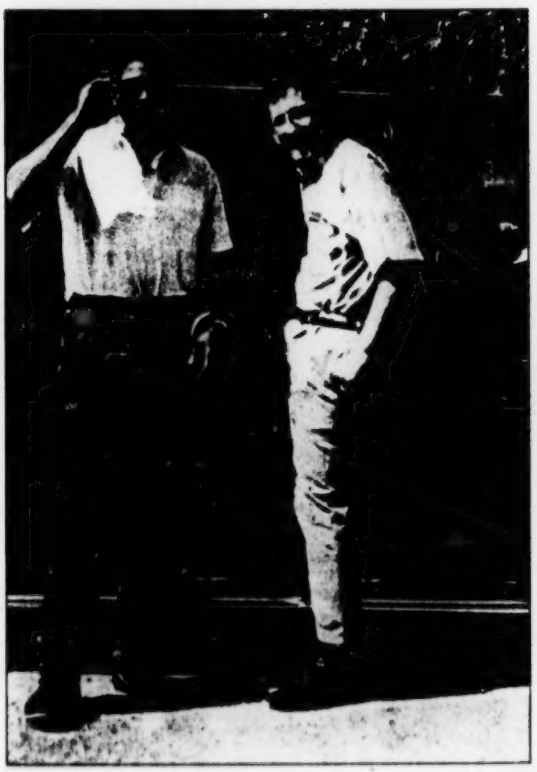
Support Materials:
Eight to 10 articles on Affirmative Action. Some examples:

"Affirmative Action: Political Opportunists Exploit Racial Fears" by Mary Frances Berry (from Emerge, May 1995).

"Why This White Male is Angry" by Jeff Durstewitz (from Emerge, May 1995).

"Affirmative Action: A Solution" by Jeffrey Rosen (from the New Republic, May 8, 1995).

"How to Analyze a News Story" (from Media and Values Magazine, *See Appendix A of this guide*).



Both Veteran teachers, Coy Henderson and Bob Greenman bring their students very different racial and regional perspectives on the changes brought about by Affirmative Action during their lifetimes.

BEST COPY AVAILABLE

Getting Started:

Day 1 — Monday:

To get an idea of what exactly students know about Affirmative Action, ask the class a series of questions. Some suggestions:

1. Who can tell me what Affirmative Action is?
2. Does Affirmative Action affect just minorities?
3. Why has it been such a hot topic in the media?
4. Why do you think politicians use Affirmative Action in their campaigns?
5. Do you think your life has been affected by Affirmative Action?

Use a flip chart or overhead to record the students' answers.

Assignment for next class:

Give students the Affirmative Action information found in Appendix B, pages 67-69. Tell them to read it and be ready to discuss in class the next day.

Day 2 — Tuesday:

Class discussion of the handouts. Now that the students have read them, lead the discussion by asking the same five questions asked before the students had read about affirmative action. Put up the overhead from the first day's discussion to see if their answers hold up in light of what students now know.

Assignment for next class:

Students will conduct library research on some aspect of the history of Affirmative Action in class. Help the students to focus on specific topics that interest them.

Day 3 — Wednesday:

Review the basics of feature writing on page 58. Students will conduct their own research on the history of Affirmative Action. They will use their school's library, the Internet (if available) newspapers (microfiche), magazines (Reader's Guide, computer databases if available), books (card catalogue, computer database). The students don't have to use all of these information sources, but should use a variety of them.

Assignment for next class:

1. When necessary, students should finish research at a public library, college or university library (if available), or at home with any relevant material in their personal library.
2. Tell students to come to class prepared with notes, outline etc., so they can work on their feature articles on the history of Affirmative Action.
3. Tell students to prepare for a debate on Monday. From the information they find during their research, they will choose one aspect of Affirmative Action, prepare a brief written proposal to be turned in during class on Monday.

Day 4 — Thursday:

Students will start typing their feature articles on the history of Affirmative Action. They should choose one aspect of Affirmative Action on which to concentrate. The articles should be handed in by the end of the day.

Assignment for next class:

Review basics of interviewing and profile writing found on page 53. Students should start looking for someone to interview for their profile. A parent or any other relative is acceptable, but it should be someone in the community.

Day 5 — Friday:

In pairs, students will edit each other's stories, share suggestions and ideas, correct any errors and make any necessary changes in order to make them of publication quality. If time allows, quickly go over "How to Analyze a News Story" found on page 64. Students will analyze the news stories they found in newspapers and magazines during their research. Have them look for loaded words, politically charged labels and hidden agendas. The students should make a list of those that they find and hand it in at the end of class.

Assignment for next class:

1. By Monday, students must have found the person they are interviewing for their profile. They must turn in a short write up of the person including the following information: Name, address, phone number, occupation, and date of birth (evidence that they have found someone and have actually talked to them).
2. Remind the students that they will debate their Affirmative Action issues on Monday and that they must turn in written proposals.

Day 6 — Monday:

1. Students will hand in their write-ups of the people they will interview for their profiles.

2. Students will debate aspects of Affirmative Action. Students will first draft arguments in favor of Affirmative Action. Give each student a list of arguments compiled by one of their classmates. The students will then argue the negative side of an argument presented by one of their classmates. You may want to follow a formal debate format.

Assignment for next class:

Students should come to class with a list of interview questions for their sources. Also, they should contact their sources and make appointments for interviews for sometime before Friday, the latest date they should start typing up their articles.

Day 7 — Tuesday:
In pairs, students will compare their interview questions. This will give them ideas for questions they may have left out. Also, they will start compiling an Affirmative Action clip file with the articles they found during their research.

Assignment for next class:

Remind students to get their interviews done so they can start typing their stories in class at the very latest by Friday.

Day 8 — Wednesday:
This day can be a work day for those students who have already interviewed their sources or a catch up day for those students who have fallen behind. Students can start typing up their profiles, do any more research that needs to be done or keep working on the clip file.

Day 9 — Thursday:
Today is also a work day.

Assignment for next class:

Remind students that tomorrow they should begin typing up their profiles if they haven't done so already. They are due at the end of the day on Monday.

Day 10 — Friday:
Students will type their profiles.

Assignment for next class:

Profiles are due at the end of the day on Monday.

Day 11 — Monday:
Profiles are due today. In pairs, students will edit each other's stories, share suggestions and ideas, correct any errors and make any necessary changes in order to make them of publication quality.

Day 12 — Tuesday:
Give students copies of two or three articles on Affirmative Action (not the same articles used earlier) in order to prepare them for the next writing assignment, "How Is My Life Different Because of Affirmative Action?" Read them in class and encourage a discussion in which they address how their lives have been affected by Affirmative Action.

Assignment for next class:

Students should begin to write their personal experience articles. Guidelines: This article will combine what they've learned during the Affirmative Action unit with how their own lives have been affected by Affirmative Action. The students should explore and answer the question "How is my life different because of Affirmative Action?" They will have Wednesday and Thursday to finish their articles.

Day 13 — Wednesday:
Working or typing day for the personal experience article.

Assignment for next class

Personal experience articles are due at the end of the day Thursday.

Day 14 — Thursday:
Another work or typing day. Personal experience stories are due at the end of the day.

Day 15 — Friday:

Personal experience articles are due today. In pairs, students will edit each other's stories, share suggestions and ideas, correct any errors and make any necessary changes in order to make them of publication quality.

Wrapping It Up:
End the day Friday with a discussion (or have the students write their answers down and hand them in) about Affirmative Action. Some questions to ask:

1. What do you now know about Affirmative Action that you didn't before this unit?
2. Did you learn something new about a family member during this unit?
3. Did you learn something new about yourself

For Further Reading

See sections on news stories, personality profiles and column writing in:

Biagi, Shirley. *Interviews That Work.* Belmont, California: Wadsworth Publishing Co., 1986.

English, Earl, Clarence Hach, and Tom E. Rolnicki. *Scholastic Journalism, 8th ed.* Ames: Iowa State University Press, 1990.

Ferguson, Donald L., and Jim Patten. *Journalism Today, 4th ed.* Lincolnwood, Illinois: National Text Book Company, 1993.

during this unit?

4. After all the research and writing you've done about Affirmative Action, do you think it should remain a part of our society? Should it be outlawed? Why or why not?
5. Do you think this unit made you more aware and sympathetic to minority issues or has the unit made you less sympathetic to minority issues? Explain your answer. ◆

Support materials

Information taken from Scholastic Journalism. *by Earl English, Clarence Hach and Tom E. Rolnicki, 1990.*

Definition of interview:

Asking questions to obtain opinions, ideas, explanations, or special information on a topic of interest to the public from a prominent person, a recognized authority, or a person in the news.

Types of interviews:

A. News: An interview that obtains information, opinions, or explanations from a knowledgeable person on a timely topic.

B. Personality or profile: An interview that focuses on a person whose lifestyle or accomplishments are of interest to the public (sometimes called a *feature interview*).

C. Symposium: An interview in which a number of people are asked one question or related questions on a topic of current interest.

Note:
Sometimes interviews, especially those with prominent persons, are a combination of news and personality because the interviewee is knowledgeable on a topic of current interest and also a colorful personality. See "A Day in the Life" lesson plan for interview tips.

Writing Personality Profiles

Information taken from Scholastic Journalism *by Earl English, Clarence Hach, and Tom Rolnicki, 1990.*

Eleven elements of profile writing or personality sketches:

1. This type of feature is usually high in reader interest because of everyone's interest in other people. For example, the magazines of *People* and *Us*.
2. However, this type of story is one of the most difficult to write because it is not easy to portray personality accurately. Read some of the articles in *People* to note techniques.
3. Facts about your subject should be obtained from the person, friends, teachers, relatives, and other associates.
4. You should not give an encyclopedic listing of your subject's life and accomplishments. Rather, select facts that individualize the person and suggest the type of personality he or she has. Your account makes your subject unique and should permit your readers to know the person clearly. There is probably one dominant reason for the story about that person, and that reason can serve as the central theme about which you organize details that develop a picture of the person.
5. You should avoid the stereotyped pattern that many personality sketches follow. Don't ask such trite questions as, "What is your favorite food, color, movie actor, etc.?" or "What was your most embarrassing moment?"
6. You should reveal personality through incident rather than through a summary of the person's life and achievements. Permit your reader to see your subject in action. (You should not state, for example, that your subject is an active person. Wouldn't an account of activities suggest that to the reader?)
7. You should also reveal character through your subject's speech, action, appearance, and what others say and think.
8. A personality sketch is more than a description. A description or biographical sketch deals with appearance and activities, while the personality sketch explains the individual. It permits a person's words and manners to bring him or her to life.
9. Make your personality seem natural and human. Select and play up traits that seem characteristic.
10. You may use any form and style you wish, but they should be appropriate to your subject.
11. The reason for the personality sketch should be made clear early in the story.

Killenberg, George M., and Rob Anderson. *Before the Story: Interviewing and Communication Skills for Journalists.* New York: St. Martin's Press, 1989.

Metzler, Ken. Creative Interviewing: *The Writer's Guide to Gathering Information By Asking Questions.* Englewood Cliffs, NJ: Prentice Hall, 1989.

Smith, Helen F., ed. *Springboard to Journalism, 5th ed.* New York: Columbia Scholastic Press Advisers Association of Columbia University, 1991.

Hosting A Student Exchange

This 4-day activity suggested by Willie Wooten, Finney High School, Detroit, Michigan.

Goal for Lesson:
The purpose of this lesson is to encourage your high school students, as well as students from a nearby high school, to dispel stereotypes and negative attitudes. Students may believe things about people who are different than they are, and these beliefs may influence the way they write about racial or ethnic issues.

Learning Strategies:

A. Half of the students on your publication staff will spend a day at a nearby high school (preferably a school with a great difference in racial makeup than your school) while the other half will stay and host the other publication staff's visit to your school.

B. Students from both schools will discuss the stereotypes and negative attitudes they may have about each other.

C. Each student will write either a feature article or a straight news article.

D. Students will exchange copies of their paper which contain articles about the exchange.

Materials Needed:
Students will need a reporter's notebook and a writing utensil so they are able to take notes for their articles. On days two and three, students will need access to a computer lab when they write their articles.

Timeline:
You will have to prepare for this activity several weeks in advance of the exchange. See the "Before the Trip" handout on page 56 for instructions. The activity itself will take four days, one for the actual exchange and three for writing and discussion.

Day 1:

Getting Started:
The day before the exchange is to take place pass out the "What Students Need to Know" handout on page 57. Go over it with your students, then ask them:

1. What do you think about students from _____ High School?
2. What kind of people do you think they are?
3. What do think it would be like to go to school at _____ High School?

Initiate a conversation which will address the students' perceptions about the students from the exchange school. Find out what stereotypes and negative attitudes they may have about the students in that particular community. Take the class period to prepare your students for the exchange the next day. Answer their questions and address their concerns. Review things they need to know such as:

Day 2:

The exchange will take place today. All the exchange students will follow their assigned buddy around to all their classes and activities. They will participate in class activities and should become a part of each class that they visit.

Try to walk around to different classes (you will have to get your students' schedules in advance) and observe. Don't hover or make your presence too obvious. Just supervise the students to make sure every thing is going smoothly.

At the scheduled time (maybe around 1 p.m. depending on the distance between the two schools), students and advisers should go to the meeting place.

- Both advisers can ask questions and initiate discussion. Some suggestions or ice breakers are listed below:

1. Does anyone have general comments about the day?
2. Was anyone surprised by what they saw today?
3. Did the visit dispel any stereotypes or negative attitudes you had?
4. Did the visit reinforce any stereotypes or negative attitudes you had?
5. Did anyone make one or more new friends today?

- After this initial discussion, ask students to call out stereotypes they had about each other. List these on the chalk board or overhead projector.

Discuss the five or 10 (depending on time constraints) that seem most urgent. Encourage students to discuss why they have these feeling and beliefs. Some questions to ask:

1. Why have you been unable to get past these stereotypes about people who are different from you?
2. Does your community, contribute to the negative attitudes and stereotypes you have?
3. Do your parents contribute to these negative attitudes? Do your peers?

◆ Conclude the discussion session by associating the discussion with the jobs the students have as members of the media. Ask the following questions:

1. Do the media influence your opinions about people of different races and ethnicity?
2. Are the media responsible for intensifying racial tension?
3. As members of the media, how can we avoid depicting racial and ethnic minorities in negative or stereotypical ways?
4. As members of the media, how can we accurately report the facts in racially related stories (or stories where the key people are minorities) without being biased or offensive?

Day 3:

Students may want to continue talking about the exchange. Encourage them to do this, since they may feel more comfortable talking about certain issues without the exchange students there. Give them about 20-25 minutes (depending on the length if your classes) for discussion.

After the discussion, students should start writing their articles. You, or the executive editor, should decide which type of story each staff member will write. One suggestion is to have the students who went to the exchange school write the feature articles and the students who hosted the exchange students write the straight news stories.

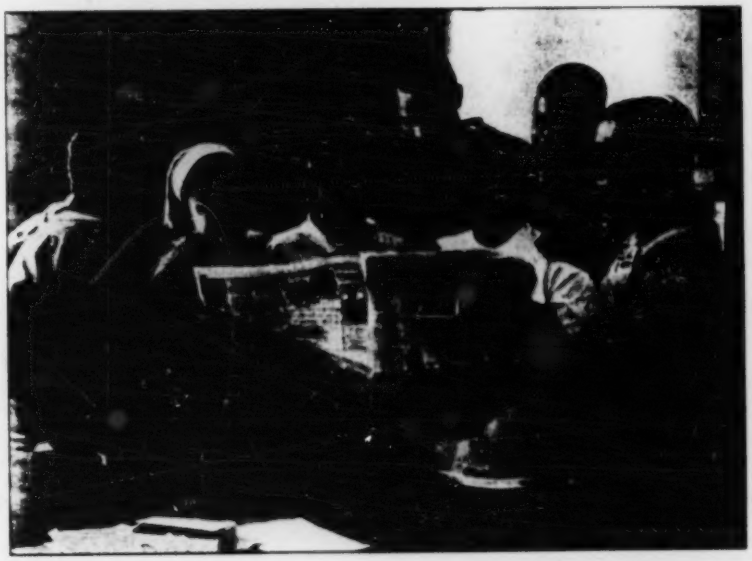
◆ Remind students that their articles will be due at the end of class the next day.

Day 4:

Wrapping It Up:

At the beginning of class ask students questions such as the following:

1. Did the exchange influence you or enlighten you in any way?
2. What was one thing you learned from this activity?
3. Name one stereotype you had that was dispelled during the exchange.



Willie Wooten encourages Detroit Finney High School journalism students to take a closer look at the contents of the student newspaper.

4. Do you plan to maintain contact with the friends you made at _____ High School?

Allow students 20-25 minutes on this discussion, then they should finish typing their articles, which are due at the end of the class period.

Options For Publication:

1. Your students may want to organize a double truck layout. Since each feature story will be different, you could put many of them in this issue and choose one news story to publish.
2. If you do this activity at the beginning of the year, publish two or three articles in the feature section in each newspaper or yearbook. Your staff could take a year-long look at race relations by publishing the articles through out the year.

◆ Be sure to send all articles about the exchange to the other students and request that they send their publications as well. ◆

BEST COPY AVAILABLE

Before the Trip

1. Before this activity can take place, you or your paper's executive editor will need to contact the school you plan to do the exchange with and make arrangements for the visit. You will also need to make arrangements with the appropriate people at your school (superintendent, principal, teachers).
2. If necessary, send a permission slip home with your students before the exchange.
3. You can choose, or students can volunteer, who will host a student and who will go to the other school. Get the names of the students your school will be hosting so you can assign them to a buddy before they get there.
4. Make arrangements for transportation – will students drive themselves, can parents take them or will a bus be available?
5. Find out if meals will be provided (and how much they will cost) or if students are responsible for bringing their own.
6. Arrange for a substitute teacher for the entire day so that you can supervise the students at your school. Also, make sure that the adviser at the exchange school plans to do the same (or make sure that *someone* will be supervising the visit).
7. With the other school's adviser, determine when students should arrive at both schools, when and where all the students should meet for the discussion and when all the students will return to their schools. Meet at the school that can accommodate all the students in an atmosphere that is conducive to a peaceful discussion session. The room should have chairs and a chalkboard or overhead projector.

What Students Need to Know

1. When to arrive at school to catch the bus (or when to arrive at the exchange school if driving themselves or getting a ride with someone else).

2. What materials to take: a notebook, pencil and sack lunch or lunch money.

3. Where and when the two groups will come together and discuss the day.

4. How students should conduct themselves:

a. If going to the exchange school, students must remember that they are guests in the school and must respect the other people in the building, as well as the building itself. They should participate in classroom activities and act as if they are students at that school.

b. If hosting a visitor, students should make their guest feel at home. Exchange students are allowed to participate in classroom activities and act as if they are students at the school.

c. All students should be polite and friendly; they should avoid confrontation and save the discussion of any conflict for the group discussion at the end of the day.

Characteristics of feature stories

Support Materials

Taken from *Scholastic Journalism*, by Earl English, Clarence Hach and Tom E. Rolnicki, 1990.

A. They may inform, instruct and advise, but their primary purpose is to entertain. They are usually read after the news — in leisure moments.

B. They may be of any length, ranging all the way from long magazine articles to short human interest stories.

C. They are factual and require reporting, but they are related to news stories in few other ways.

D. They may or may not be timely. If they are timely and related to a current news event, they are likely to appeal to more readers.

E. They may be written in any form and in any style. The only criteria are that the form and style be appropriate to the content and purpose of the story.

F. They permit the reporter to use all his knowledge and ingenuity to write a story that is original in idea and treatment.

G. They are well organized, with a beginning, middle and end.

H. They rarely have a news lead. Instead they often have delayed leads.

I. They usually strike the theme in the opening sentences, allowing the reader to recognize the crux of the story and become interested.

J. They usually are not cut in makeup. Thus, the reporter may use any devices of the fiction writer: suspense, surprise, dialogue, description, narration, climax and the like. The inverted pyramid does not fit the purpose of the feature story.

K. They depend on the writer to apply his or her imagination to the facts, yet they are not fiction.

L. They are written with friendly simplicity, since they are usually read during the reader's leisure time for relaxation and entertainment. If the feature story informs, the reader still wants it done in an easy-to-read prose.

M. They apply all principles of effective writing.

N. They use specific nouns, adjectives and verbs to create vivid images, sounds and feelings.

O. They bring the reader as close as possible to the experience or idea of the story. The reader feels a part of story as though it is being told to him or her.

P. They use fresh, original figures of speech where appropriate.

For Further Reading

See sections on interviewing and news story and feature writing in:

Blundell, William E. *The Art and Craft of Feature Writing: Based on the Wall Street Journal Guide.* New York: New American Library, 1988.

English, Earl, Clarence Hach and Tom E. Rolnicki. *Scholastic Journalism*, 8th ed. Ames: Iowa State University Press, 1990.

Ferguson, Donald L. *Journalism Today!, 4th ed.* Lincolnwood IL: National Textbook Company, 1993.

Garrison, Bruce. *Professional Feature Writing, 2nd ed.* Hillsdale, N.J.,: L. Erlbaum Associates, 1994.

Garrison, Bruce. *Professional News Reporting.* Hillsdale, N.J.,: L. Erlbaum Associates, 1992.

Hay, Millicent V. *The Essential Feature: Writing for Magazines and Newspapers.* New York: Columbia University Press, 1990.

Newson, Doug. Media Writing: *Preparing Information for the Mass Media, 2nd ed.* Belmont, Calif.,: Wadsworth, 1988.

Patterson, Benton Rain. *Write to Be Read.* Ames: Iowa State University Press, 1986.

Smith, Helen F., ed. *Springboard to Journalism, 8th ed.* New York: Columbia Scholastic Press Advisers Association of Columbia University, 1991.

Wong, William. "The Three "ings" — Reporting, Writing and Interviewing." *Social Education*, vol. 53 no. 3, p. 176-77, March, 1989.

Activities for Advisers: Recruiting a Diverse Staff

These activities developed by María-Christine Buehner and Mary Arnold, The University of Iowa.

Take a look at your newspaper and yearbook staff members. Are members of several different racial and ethnic groups represented on each publication? Or, do you find that only non-minority students apply year after year?

If your publications lack minority members, you may have been thinking about recruiting minority staff members but aren't quite sure where to start. Motivating students to become involved in your school's clubs, groups and activities is not always an easy task — especially when they may already feel alienated and left out.

Each school year, plan to do one or more of the following activities to help recruit minority staff members. Involve your existing staff members as much as possible when planning and executing these recruiting activities. Not only will these activities provide opportunities for minority students and add diversity to your staff, they will also enlighten your non-minority students of the importance of having a racially and ethnically diverse publication staff. By executing some of the recruiting activities below, you and your staff can help show minority students that they are welcomed on your publication staff.

1. Hold meetings in your classroom

Each year, before staff applications are due, hold informational meetings in your classroom. Post fliers in classrooms where you know minority students will see them. Ask counselors and other teachers to tell minority students who are interested in writing, photography and drawing about the meeting.

Give the students a tour of your news lab. It would be a good idea to have staff members in the lab at work so the prospective students can see what really goes on behind-the-scenes (a student can be designing a page or getting ready to develop film, for example). Explain the equipment the students will use in the production of the newspaper and yearbook. Let them try out the equipment; let them get involved.

After the tour, have a panel of four to six editors and reporters talk a little about the publication, what is expected of staff members and the rewards and benefits of being on the publication staff. Allow plenty of time for questions and answers.

This would also be a good time to brag about your publication's awards and accomplishments. Don't be modest; let prospective students know that your paper is of high quality and is held in high esteem.

2. Talk to other classes

With the other teachers' permission, have a small panel of editors and reporters (three to four) go into other classes (language arts, photography and art classes) and talk to students about applying to be on the publication staff. First, try to find out which classes have more minorities in them. Teachers of different classes may want to combine their classes for this activity.

The news staff can talk to students about what it's like to be on the publication staff and the benefits of being on the staff. The students can also talk about trips they take (conventions and conferences) and summer workshops. Since you will probably have only one class period to do this, invite interested students to come in after school for more information.

3. Invite local professional journalists

Invite local minority professional journalists, photographers and publication cartoonists or artists to talk to either the whole school or to just the language arts, photography and art students. If possible, get well-known journalists. This may increase the students' interest.

Have the panel of journalists each talk for awhile about their jobs and then allow time for questions and answers. Ask the journalists to stress the importance of getting involved in their

school's newspaper and yearbook. The journalists can also discuss the role minorities play in the newsroom and the problems they encounter. Ask them to encourage the students, especially minorities, to get more involved in the school's publications.

4. Work with your school counselor

During pre-registration advising, ask counselors to recommend journalism classes to minority students. Ask the counselor for a list of students who like to write, draw or take pictures. Have a handout ready for the counselors to give to the students. Creating a handout to be used in any of these activities is a good project for newspaper and yearbook students interested in desktop publishing or page design.

5. Take students to a local conference

If there is a local journalism conference, convention or meeting (or one within reasonable driving distance), invite a few students from language arts, photography and art classes to attend with the newspaper and yearbook students. The teachers of these classes can ask a few promising minority writers, photographers and artists if they would be interested in attending, or the teachers can recommend some students. Attending a journalism conference, convention or meeting may inspire minority students to apply for a position on the newspaper or yearbook staff.

6. Hold a recruiting fair

Hold a recruiting fair at the beginning or end of the year. Set up a meeting with the leaders, advisers and coaches of other school clubs, groups and organizations (sports, academic, fine arts, etc.) and plan to have a fair in the school gym.

Each group can set up a table in the gym. Set out your awards and plaques. Have copies of back issues of your newspaper and yearbook on hand for incoming freshmen, transfer students and foreign exchange students. Have a colorful handout ready to pass out to all the students who stop at your table. Make sure there is at least one editor, reporter, photographer and artist on hand to answer any questions students may have.

A couple of your staff members may want to walk around the gym during the fair and personally invite minority students to stop by their table.

If done at the end of the year, this event should be advertised in the junior highs and middle schools in order to target the incoming students.

7. Visit junior highs and middle schools

Toward the end of the school year, take a panel of editors, reporters, photographers and artists to the junior high and middle school students who will be coming into the high school. Bring along copies of your paper and yearbook for the students to look at. Make sure that you and your staff members pay special attention to the minority students. Approach them if they are hesitant to come to you.

8. Establish a mentor program with professional journalists

Recruit minority professional journalists to mentor minority journalism students. Pair each student with a journalist who will coach them in writing, editing, photography, etc., as well as critique their work. You could also have one journalist serve as a mentor for the entire class. The students and mentors should meet or talk at least once a week and work on writing stories for the school newspaper.

9. Start a student mentor program

Ask counselors and other teachers to identify minority students who show promise in writing, photography or drawing. These students will be assigned to a staff member according to their interests.

Students can meet before or after school or during open hours. Students who have free periods during the time that the mentor is there can come in and "shadow" him or her during work days and paste-up.

Prospective students will learn the basics of the area they are interested in. Staff members will also give the students advice and tips on such areas as editing, desktop publishing, page design, feature, sports and editorial writing, advertising and photography.

A mentor program may encourage students to take journalism classes and/or encourage them to apply for a position on the newspaper. It would also give students a head start in learning about how to produce a newspaper.

10. Set up a booth at a diversity fair

If your school holds a diversity fair, ask if you can set up a table and participate. With posters and fliers, show how diverse your paper is in its sources, coverage and staff members. You can show prospective minority journalism students that you're not an elitist group, but that you welcome and encourage minority staff members.◆

For Further Reading

Fuller, Njeri. "Why Diversity is Important to High School Publications." *Quill & Scroll,* December-January, 1993, p. 7-8.

Kovas, Marcia. "Making Diversity Count." *Quill & Scroll,* December-January, 1993, p. 9-11.

McDuff, Celia. "Programs Involve Few Minority Students." *C:JET,* Winter 1992, p. 23-4.

Sample Recruiting Letter

For counselors to give to students

Dear Students:

As you plan for your future, please consider taking journalism classes and working on the student publications.

High school newspaper and yearbook are excellent learning tools. Through these two publications you acquire skills in writing, interviewing, editing, page design, advertising, business, photography and drawing. These are "real life" skills you will use over the course of your life.

Writing and editing skills prepare you for other high school courses as well as for college, where you will write many essays and research papers. The interviewing skills you learn in journalism classes will improve your verbal communication skills, which will help you in all aspects of everyday life. Any specialty skill that you acquire (photography, drawing, design, etc.) may help you to find your life's work.

Journalism classes teach you real-life skills and prepare you for college and careers in many fields – in addition to jobs in journalism. You also learn leadership skills and how to handle responsibility. For example, all newspaper and yearbook staff members are given the responsibility of meeting deadlines and making sure the work they turn in is of publication quality. Editors are responsible for distributing assignments and making sure the assignments are carried out. Good leaders know how to handle these responsibilities.

Journalism classes also teach you good work habits, like how to work well in groups and how to deal with people who might not share the same views as you. You also develop a sense of pride in yourself and your work when you – along with all the other students in this school – see the final product.

In addition to the educational value of journalism classes, you can showcase talent while providing news and entertainment for your schoolmates.

Journalism classes are fun, challenging and valuable courses that prepare you for the future. Ask around, you'll find out that the journalism lab is a great place to be!

Local Adviser Support Networks —

Forming a Local High School Press Association

Three Support Group Possibilities:
All teachers need help and support from their colleagues. Usually, when a teacher needs help, he or she needs it fast. State and national organizations can provide valuable assistance — from a distance, which takes time. Having a local person or group who can come to your school can make a world of difference.

The easiest support program to set up is a mentor program. Teachers who are new to the school or have just begun to teach journalism or advise a publication need someone to answer their many questions. "Old hands" or experienced advisers can help the novices navigate around obstacles

1. A city-wide group
Made up of all the high schools in your city, including suburbs. This structure may work best if you are in a large, urban area.

2. A county-wide group
Made up of all the high schools in your county. This structure may work best if you live in a rural area or the schools in your area are smaller and far apart.

3. An athletic conference-based group
Made up of high schools that make up your athletic conference.

Once you have decided which structure you will use, contact the journalism advisers at the high schools which will be represented in your group.

7 Steps to a Adviser Support Group

When forming your adviser support group or local press association you will need to do the following:

1. Get organized — develop a mission statement.
Your mission statement should include the following:

1. Your organization's name.
2. The purpose of your organization.
3. The types of memberships your organization offers (regular, associate, honorary, institutional, affiliate, etc.)
4. Descriptions of your officers' positions and duties.
5. How often your officers will be elected.
6. The group's annual dues.
7. How often the group will meet and who is allowed to attend the meetings.
8. Where the headquarters will be located and where the group's records will be held.

2. Elect officers.
Soon after your group has been formed, an initial meeting must be held. At this meeting elect officers and discuss other rules and procedures.
Some examples of offices you will have to fill:

A. President
B. Vice President
C. Secretary
D. Treasurer
E. Special Projects Coordinators — such as a newsletter editor or membership or recruiting director.
F. The Board of Directors — made up all of the officers and others who are vital to maintaining your organization.

3. Get to know each other.
Make teachers introduce themselves. You may already know many of the publications advisers in your city, county and athletic conference. If you don't, make it a point to get to know those you don't.

After the first meeting, keep in touch. Make sure you attend meetings, conferences, conventions and workshops that you know members of your group will attend. Correspond with members you don't know very well.

Send each other ideas and materials you think might be helpful. Make sure every member of your group is invited to attend every meeting and function your group is involved in

4. Find a way to communicate that is accessible to all members.

All members of the group must have an inexpensive, convenient and reliable way to get in touch with each other. The telephone and postal system are reliable ways to communicate with the members of your support group.

At your first meeting you should find out if everyone has access to faster communication sources. Some options to explore: e-mail, voice mail, fax. Also, find out if any of the papers or yearbooks your group members advise have Web sites or bulletin boards on the Internet.

5. Have regular meetings and conferences.

All members of the adviser support group should meet at least once a year. Meetings are crucial because your group members may find that they are unable to keep in touch with each group member during the year. Advisers can take turns hosting the meetings by alternating schools for each meeting.

If your group is not able to organize and/or hold conventions, conferences and workshops, encourage all members to attend local, state and national conventions, conferences and workshops.

6. Plan and hold at least one project a year.

Each year your group should vote on a major project that it is willing to undertake. Some examples might be:

1. Writing grant proposals to local educational groups and foundations to get funds for advisers and editors to attend conferences, conventions and summer workshops
2. Forming a parent booster club
3. Organizing local conferences and workshops.

7. Publish a newsletter.

Two or three members of the group can write and publish a newsletter in order to keep your support group updated on news, different journalism issues, events and activities.

Two or three advisers who teach in the same school district (or who are close to each other) can design, write and publish the newsletter.

The printing and postal costs can be taken from the groups' dues or other funds. The newsletter can decrease the gap for those people who can't make it to every meeting. ◆

Socializing is an important facet of a teacher support network. Taking a break for lunch are Mary Arnold, Tom Gilsenan, Molly McCreavey, Walt Swanston, Bill Wong, Bob Greenman, Deb Merxbauer, Salli Nichols, Willie Wooten and Margaret Howard.

For Further Reading

Butler, John M. "Long Term Goals for SPAs." ***C:JET*** **Spring, 1989, p. 19-20, 23.**

Dodd, Julie E. "Press Association Directors Discuss Responsibilities, Concerns." ***C:JET*** **Spring, 1989, p. 3-4.**

Kovas, Marcia A. "Why Not Develop a Parent Booster's Club?" ***Quill & Scroll,*** **December-January, 1989.**

Ortman, Sarah. "Providing Local Support for Scholastic Journalism." ***C:JET*** **Spring, 1989, p. 13-4.**

Siver, Kenson J., and Edmund Sullivan. "Scholastic Press Associations: A Valuable Resource for Teachers and Students." ***C:JET*** **Spring, 1989, p. 21-3.**

BEST COPY AVAILABLE

Appendices

A How to Analyze a News Story:

Eight Guidelines for Reading Between the Lines

1. Compare headlines and story content.

   Headlines are probably the most important element of a news story, as well as on a newspaper or magazine page. Most people "shop" headlines to determine which articles to read. After reading an article, propose alternative headlines that emphasize different facts.

   - *How accurately does the actual headline encapsulate the article? Does the headline slant one's reading of the article?*

2. Identify politically-charged labels, adjectives and verbs.

   Word choices can help identify reporters' biases. Have your class read an article and list the words that seem politically charged. For example:

   - *Were the contras called "freedom fighters?" Are those who support abortion rights called "abortion activists" or "pro-choice activists?" What is the connotation of the word "activist?" Why?*

3. Question the hidden agenda of suspicious sources.

   Sometimes reporters need to speak with sources "off the record." Sometimes, however, sources use their anonymity to further their own agendas.

   - When a reporter cites "highly placed U.S. officials," "company informants," or other anonymous sources, whose position is left out? Might a source have an ulterior motive?

4. Consider whether the placement of ideas and sources affects story impact.

   Try cutting apart a newspaper article and pasting it back together in a different order.

   - Does the tenor of the article change when dissenting opinions become the lead? Whose position is stressed by the original arrangement of the story?

5. Look for non-white, non-male perspectives.

   North American media rely heavily on white, male officials for their news.

   - *How does the news change when seen from the perspective of women or persons of color?*

   For a class project, have group members tally the sex and race of sources cited in a single television, radio or print report. Do the same tally for a single television news magazine over two or three months.

   - *How many sources are white and male? How many are female or persons of color?*

6. Compare photographs and photo captions to the news stories connected to them.

   Manipulation of digital images is not the only way to change the meaning of a picture. As with headlines, readers "shop" a newspaper by scanning pictures and reading captions — whether or not they read the associated articles.

   - *Are photographs and the captions faithful to the articles connected with them? How does a picture or caption influence the meaning of an article?*

7. Compare news stories to common sense.

   Be aware of obvious misstatements of facts that defy common sense. In the aftermath of the Exxon Oil spill one news story stated that much of the oil spill "is gone, most by natural action."

   - *So where did it go? Did it evaporate — or is it now mixed with billions of gallons of water?*

8. Be suspicious of polls and statistics.

   Polling data and statistics are notoriously deceptive.

   - *Ask which perspective does this data seem to support? Then try rearranging the same data so that it presents a different perspective.*

Adapted from Media and Values magazine, a project of the Center for Media and Values.

Copyright 1988 The Washington Post
September 11, 1988, Sunday, Final Edition

Confessions of an Americano;

I Finally Realized I Didn't Want to Escape My Mexican Heritage

by Carlos Sanchez

THIS IS NATIONAL Hispanic Heritage Week, so maybe it's time I came out of the closet. Despite my Hispanic name and heritage, I can't speak Spanish.

I'm the product of assimilation. Born American, taught American, I grew up denying I was anything but American. So I once resented reminders of my ethnic past, reminders that I wasn't as white as some of my friends. My thoughts, my attitudes were the direct result of a decision my parents made long before I was conceived: to teach me basic American values — and to teach them in English.

My mother has a favorite story that illustrates how completely assimilated I was: As a first-grader, I got into a fight with a little boy on the way home from school. When my mother found out and demanded to know why, I answered angrily: "Because he called me a Mexican." I still remember the sting when she laughed and told me that I was.

I grew up in a solidly middle class neighborhood in east El Paso. Along with neighbors named Archuleta and Lopez, there lived the Bardens and Robertsons. We played hide-and-seek, went to John Wayne movies and, whenever we could sneak a towel out of the house, flew like Superman. We hated the Cisco Kid.

I grew up happy. I grew up content. I grew up white.

But, as I began attending school, my ethnic innocence was slowly chipped away. I remember the disappointment when, during my first Spanish lesson, I discovered my name was already Spanish and didn't need to be translated. I remember my daily humiliation when I found burritos instead of sandwiches in my lunchbox. I remember the pain when my best friend Ernie announced one day that he didn't like me anymore because I was Mexican.

From the story of the Alamo, where the villainous Mexicans killed those brave Texans, to the Clint Eastwood western, where a filthy Mexican lit a match by striking it against his rotting teeth, I learned to be ashamed of my culture.

And no where was that shame more apparent than with my grandmother.

Mama, we'd call her. Juana Galaviz de Escobar. Now 95. Born an American citizen in 1893 in the Arizona territory. Moved to Mexico as a young bride of 15. Widowed three years later. Entered nursing. Got swept up in the Mexican Revolution. Married again. Returned to the United States.

Despite her citizenship, everything about this lady echoed of Mexico. From the food she ate to the saints she worshipped to the language she spoke, Mama was a constant reminder of a culture that I wanted no part of. We'd visit her weekly against my will. She lived in a musty smelling adobe house in a tough, lower-class neighborhood that, save the black family next door, was exclusively Mexican.

Often, the only value these visits held for me was Mama's backyard. That big wonderful dirt yard where entertainment possibilities were endless. But to get to that backyard, I had to go through the kitchen — past Mama. I could never get by without her laughing at me. She'd stop me, then barrage me with incomprehensible questions or orders. My bewilderment only seemed to make her laugh more. "Don't you understand her?" my mother would ask, and, of course, I couldn't. I couldn't speak Spanish.

It's taken me at least 20 years to understand why she was so amused. And I was able only to understand when I saw the situation from her perspective: Here was this little Mexican kid who thought he was white.

By the time I attended high school, there was no denying my culture. But I still related to whites better than other Hispanics. I was a coconut: brown on the outside, white on the inside. They were years of discovery, especially in a border town where all the vice money could buy — even for wide-eyed 15-year-olds — was just a car's drive away in the red-light district of the Mexican city of Juarez. Even then negative images about my culture fed my psyche. Within the confines of the strip joints, sleaze bars and brothels that we visited regularly, every Mexican woman was a potential whore and every Mexican man a potential thief.

It was with those experiences, inbred over 18 years, that I left El Paso for college — and discovered what it really meant to be Mexican.

It began with the realization that the people I gravitated toward, the environments that I felt most comfortable with, the life styles that were most familiar were white. I realized, too, that relating to these whites was easy for me; not so for them. Not only was I Mexican, but I was one of a handful of Mexicans in my classes. Not only was I different, but I was object of the very scorn that I had reserved for other Mexicans

throughout my youth.

So I began to fight back. It began with a story I wrote for the college newspaper, detailing my experiences as I went through fraternity rush in an attempt to join the rich, elitist organizations that were so often polarized from the rest of the campus. The indignities I suffered, highlighted by being completely doused by a bucket of beer as I stood in front of a group of laughing fraternity members, were etched into my psyche as permanent scars. In the face of incidents such as these, it was self-defeating to be ashamed of my culture. To take shame in my background was to perpetuate the viciousness of these people's attitudes.

To this day, I often feel like a lesser Hispanic because I don't speak Spanish fluently. The irony of that fact would make Mama laugh heartily. Because the very assimilation that helped me succeed in my life is also working to undermine me. The pressures to retain the language of my culture is now as powerful as the pressure to conform to the American culture. My parents' generation needed night school to learn English. I need it to learn Spanish.

Copyright 1993 Gannett Company, Inc. GANNETT NEWS SERVICE April 21, 1993, Wednesday

Nancy Drew — A Sleuth For All Time

by Dinah Eng

IOWA CITY, Iowa — Yes, I'm keen on Nancy Drew, and no, I've never used the word keen before. But after a weekend among "keen friends and stout-hearted chums" of this fictional heroine, I can't resist.

The first national Nancy Drew Conference drew more than 400 fans, both male and female, to the University of Iowa to share ideas and information about the popular character. I was invited to speak on a panel on "Stereotypical Racial and Ethnic Images in Nancy Drew."

Nancy Drew, teen-age sleuth, was penned in the 1930s under the name of Carolyn Keene. Keene was actually a number of ghost writers who churned out the mystery stories for the Edward Stratemeyer Syndicate.

Over the years, the Nancy Drew series has been printed in more than 17 languages and has become an integral part of many women's childhoods. For many of us, she was the role model we longed to be — smart, beautiful, compassionate and an equal to any boy or man.

I was 9 when I first started reading the Nancy Drew books, which by then were revised to take out many racial stereotypes in the characters.

In one book, for example, a caretaker depicted as a dumb, drunken African American was transformed into a fairly innocuous white male in later editions. In erasing stereotypes that devalued ethnic groups, the books also lost most characters who weren't Caucasian.

But as a child, I didn't notice such things.

I grew up in Tenafly, N.J., a town in which we were the only Chinese American family. All my friends were Caucasians, and when I read the Nancy Drew books, I imagined myself as Nancy. In other words, I imagined myself as white.

When my family moved to San Francisco, we lived on the edge of Chinatown and I suddenly found myself surrounded by Asian faces. Inside, I saw myself as white. But in the mirror, my reflection was that of an Asian. The conflict of growing up Chinese in a U.S. society began to crystallize in my life, and the constant friend I ran to was Nancy Drew.

I never hid under the covers with a flashlight, continuing to read one of her mysteries after bedtime, but I did take her books with me everywhere. I read them during recess at school, after school and on weekends.

Upon finishing one mystery, I could hardly wait to start the next. Nancy had the life — she never went to school, she drove a car and solved cases that stumped adults. She had the attention of an adoring father, a good-looking boyfriend and girlfriends who were true-blue.

To be truthful, I have to admit Nancy Drew was not the only series I read. I also loved the Hardy Boys, Trixie Belden, Cherry Ames, Vicki Barr, Tom Swift. You name 'em, I probably read 'em.

For those of us who lived our lives in the books we read, every day was an adventure.

I'll confess that I don't read mysteries anymore. I'm more apt to choose non-fiction that deals with philosophy or religion, or science fantasy. Books that deal with the mystery of life.

In re-reading some of the Nancy Drew books, the adventures have held up well. But the absence of ethnic characters, except as villains or victims, bothers me, particularly in the books that have been written in the last 20 years.

Still, it was wonderful meeting others at the conference who grew up with the same fondness for Nancy. And the greatest thrill was spending a little time with Mildred Wirt Benson, author of 23 of the first 30 Nancy Drew books.

Benson, 87, estimates she's written "120 to 130" children's books. And when she became old enough to collect Social Security, she took up flying, earning an advanced rating as a commercial pilot. Today, she writes a column for the Toledo Blade.

"I don't go back and read my old work," she said. "I like to do what I have to do today, and perhaps tomorrow."

No wonder Nancy was so smart.

Dinah Eng is Special Sections Editor at Gannett News Service. Comments about this column can be sent to her at Gannett News Service, 1000 Wilson Blvd. Arlington, Va. 22229-0001

Affirmative Action: History and Rationale

Excerpts from President Clinton's 1996 Report to Congress

The current scope of affirmative action programs is best understood as an outgrowth and continuation of our national effort to remedy subjugation of racial and ethnic minorities and of women — subjugation in place at our nation's founding and still the law of the land within the lifetime of "baby-boomers." Some affirmative action efforts began before the great burst of civil rights statutes in the 1950s and 1960s. But affirmative efforts did not truly take hold until it became clear that anti-discrimination statutes alone were not enough to break longstanding patterns of discrimination.

For much of this century, racial and ethnic minorities and women have confronted legal and social exclusion. African Americans and Hispanic Americans were segregated into low wage jobs, usually agricultural. Asian Americans, who were forbidden by law from owning land, worked fields to which they could not hold title. Women were barred by laws in many states from entering entire occupations, such as mining, fire fighting, bartending, law, and medicine.

The first significant wave of progress in enhancing employment opportunities for African Americans and women came during the labor shortages of World War II and immediately afterwards, before the use of affirmative action. Nonetheless, racial separation continued, and African Americans were still segregated for the most part into low wage jobs into the 1960s. For Hispanic Americans, employment opportunity remained seriously restricted into the 1970s. Whole industries and categories of employment were, in effect, all-white, all-male. In thousands of towns and cities, police departments and fire departments remained all white and male; Women and minorities were forbidden to even apply. In grocery and department stores, clerks were white and janitors and elevator operators were black. Generations of African Americans swept the floors in factories while denied the opportunity to become higher paid operatives on the machines. In businesses such as the canning industry, Asian Americans were not only precluded from becoming managers, but were housed in physically segregated living quarters. Stereotypical assumptions that women would be only parttime or temporary workers resulted in their exclusion from a full range of job opportunities. Newspaper job listings were segregated by gender. Women also confronted other barriers to full inclusion: lower pay and fewer benefits than men, even when performing similar jobs; losing their jobs if they married or became pregnant; and sexual harassment on the job.

African Americans, even if they were college-educated, worked as bellboys, porters and domestics, unless they could manage to get a scarce teaching position in the all-black school — which was usually the only alternative to preaching, or perhaps working in the post office. In higher education most African Americans attended predominantly black colleges, many established by states as segregated institutions. Most concentrated on teacher training to the exclusion of professional education. Students who were interested in business had to take business education instead of administration. A few went to predominantly white institutions, in which by 1954, about one percent of entering freshman were black.

Asian Americans and Hispanic Americans, were legally barred from attending some public schools. And women were systematically excluded from some private and state funded colleges, universities, and professional schools well into the 1970s. In general, it is clear that separation of the races and relegation of women to the sidelines remained the norm for most of this century.

The civil rights movement had its dramatic victories — *Brown v. Board of Education* and the other cases striking down segregation, the Civil Rights Act of 1964, the Voting Rights Act of 1965 — which helped advance the Constitution's promise of equal opportunity to all minorities and women. Even after passage of the civil rights laws beginning in the 1960s, however, the road to equal opportunity for minorities and women was difficult, and programs often very slow.

These judicial and legislative victories were not enough to overcome long-entrenched discrimination, for several reasons. In part, these measures frequently focused only on issues of formal rights (such as the right to vote) that were particularly susceptible to judicial or statutory resolution. In part, the difficulty was that formal litigation-related strategies are inevitably resource-intensive and often dependent upon clear "smoking gun" evidence of overt bias or bigotry, whereas prejudice can take on myriad subtle, yet effective, forms. Thus, private and public institutions alike too often seemed impervious to the winds of change, remaining all-white or all-male long after court decisions or statutes formally ended discrimination.

As a result, both the courts and Republican and Democratic administrations turned to race- and gender-conscious remedies as a way to end entrenched discrimination. These remedies were developed after periods of experimentation had shown that other means too often failed to correct the problems. Here are some typical examples:

In July 1970, a federal district court enjoined the State of Alabama from continuing to discriminate against blacks in the hiring of state troopers. The court found that "in the thirty-seven year history of the patrol there has never been a black trooper." The order included detailed, non-numerical provisions for assuring an end to discrimination, such as stringent controls on the civil service certification procedure and an extensive program of recruitment of minority job applicants. Eighteen months later, not a single black had been hired as a state trooper or into a civilian position connected with the troopers. The district court then entered a further order requiring the hiring of

one *qualified* black trooper or support person applicant for each white hired until 25 percent of the force was comprised of blacks. By the time the case reached the Court of Appeals in 1974, 25 black troopers and 80 black support personnel had been hired. The U.S. Supreme Court ultimately affirmed the orders.

■ In 1979, women represented only 4 percent of the entry-level officers in the San Francisco police department. By 1985, under an affirmative action plan ordered in a case in which the DOJ sued the City for discrimination, the number of women in the entry class had risen to 175, or 14.5 percent.

■ Similarly, a federal district court review of the San Francisco Fire Department in 1987 led to a consent decree which increased the number of blacks in officer positions from 7 to 31, Hispanics from 12 to 55, and Asians from 0 to 10; women were admitted as firefighters for the very first time.

■ In 1975, a federal district court found that Local 28 of the Sheet Metal Workers' International Association had discriminated against non-white workers in recruitment, training and admission to the union. The court found that the union had (1) adopted discriminatory admission criteria, (2) restricted the size of its membership to deny access to minorities, (3) selectively organized shops with few minority workers and (4) discriminated in favor of white applicants seeking to transfer from sister locals. The court found that the record was replete with instances of bad faith efforts to prevent or delay the admission of minorities. The court established a 29 percent membership goal, reflecting the percentage of minorities in the relevant labor pool. The Supreme Court affirmed the relief.

■ Prior to 1974, Kaiser Aluminum hired only persons with prior craft experience as craft workers at its Gramercy, Louisiana plant. Because blacks traditionally had been excluded from the craft unions, only 5 of 273 skilled craft workers at the plant were black. In response, Kaiser together with the union, established its own training program to fill craft jobs with the proviso that 50 percent of new trainees were to be black until the percentage of black craft workers in the plant matched the percentage of blacks in the local labor pool. The Supreme Court held this program to be lawful.

■ On March 23, 1973, the Nixon administration's Department of Justice, Department of Labor, Equal Employment Opportunity Commission and the Civil Service Commission issued a joint memorandum titled "State and Local Employment Practices Guide." The guide points out that the Nixon Administration... since September of 1969, recognized that goals and timetables... are a proper means for helping to implement the nation's commitment to equal employment opportunity." The memorandum stressed that strict quotas are unacceptable but that goals and timetables' are entirely different and reasonable tools. (Attorney General John Mitchell led the legal defense of the distinction between goals and quotas.) In July of 1986, Justice O'Connor referred to this document, and the merits of fair and effective affirmative action goals, in the concurring portion of her opinion in Local 28, Sheet Metal Workers v. EEOC. In doing so, she joined the Court majority's support for numerical guidelines in affirmative action programs.

Fair Employment — The Executive Order

The longest-standing federal affirmative action program has its roots in World War II. The Executive Order barring discrimination in the federal government and by war industries was issued by President Franklin Roosevelt. The action was taken to forestall a planned march on Washington organized by A. Philip Randolph, the President of the Brotherhood of Sleeping Car Porters. Roosevelt's order barred discrimination against blacks by defense contractors, and established the first Fair Employment Practices Committee. However, federal compliance programs were routinely understaffed, underfunded and lacked enforcement authority.

After World War II, gains that had been made by women and blacks receded as returning GIs reclaimed their jobs. By 1960, the 10 million workers on the payrolls of the 100 largest defense contractors included few blacks. The $7.5 billion in federal grants-in-aid to the states and cities for highway, school, airport, school and public housing construction went almost exclusively to whites. The U.S. Employment Service, which provided funds for state-operated employment bureaus, encouraged skilled blacks to register for unskilled jobs, accepted requests from white employers and made no efforts to get employers to accept African American workers. The President's Committee on Government Contracts, chaired by Vice-President Nixon in 1959, blamed "the indifference of employers to establishing a positive policy of nondiscrimination," stated that such indifference was more prevalent than over discrimination, and called for remedial steps.

In response to the civil rights movement, President John F. Kennedy created a Committee on Equal Employment Opportunity in 1961 and issued Executive Order 10925, which used the term "affirmative action" to refer to measures designed to achieve non-discrimination. In 1965, President Johnson issued Executive Order 11246 requiring federal contractors to take affirmative action to ensure equality of employment opportunity without regard to race, religion and national origin. In 1968, gender was added to the protected categories.

In the Johnson Administration, the Labor Department Office of Federal Contract Compliance (OFCCP) started pre-award compliance for federal contracts over $1 million. The Office began with construction contractors, who were required to set goals and timetables under a regulation issued to implement the Order in 1968. However, under pressure from unions and the General Accounting Office, which found the process too vague, OFCCP discontinued the effort.

But in the most far-reaching federal expansion of affirmative action, the "goals and timetables" plan was revived by President Nixon and Labor Secretary George Shultz in 1969. In issuing the so-called "Philadelphia Order," Assistant Secretary Arthur Fletcher said:

Equal employment opportunity in these [construction] trades in the Philadelphia area is still far from a reality. The unions in these trades still have only about 1.6 percent minority group membership and they continue to engage in practices, including the granting of referral priorities to union members and to persons who have work experience under union contracts, which result in few negroes being referred for employment. We find, therefore, that special measures are required to provide equal employment opportunity in these seven trades

President Nixon later remembered, "A good job is as basic and important a civil right as a good education . . . I felt that the plan Shultz devised, which would require such [affirmative] action by law, was both necessary and right. We would not impose quotas, but would require federal contractors to show affirmative action' to meet the goals of increasing minority employment."

Order No. 4 in 1970 extended the plan to non-construction federal contractors.

In July, 1963, in the midst of the civil rights campaign in Birmingham, Alabama, President John F. Kennedy appeared on national television to propose a civil rights bill. The measure proposed outlawing discrimination in public accommodations, permitting a cut-off of federal funds from discriminating institutions, and expanding the equal employment opportunity committee he had established. After President Kennedy's assassination, Title VII was enacted as part of the Civil Rights Act of 1964, seeking to end discrimination by large private employers whether or not they had government contracts. The Equal Employment Opportunity Commission, established by the Act, is charged with enforcing the anti-discrimination laws through prevention of employment discrimination and resolution of complaints. The Act is designed to make employees whole for illegal discrimination and to encourage employers to end discrimination. Title VII was substantially strengthened in 1972 amendments, signed by President Nixon. As Supreme Court holdings concluded, the legislative history to the 1972 amendments made clear that Congress approved of race- and gender-conscious remedies that had been developed by the courts in enforcing the 1964 Act.

Court-ordered affirmative action to remedy violations of Title VII developed on a parallel track with the Executive Order program, as another remedial effort to stop existing discrimination and prevent its recurrence. The Supreme Court's most comprehensive review of affirmative action has occurred in the employment area.

Education

Discrimination in education was the target of the original breakthrough civil rights cases. Indeed, because education is the gateway to opportunity, education has consistently been a central focus of civil rights efforts. But for nearly two decades following the original court decisions, educational institutions — particularly colleges and graduate schools — remained predominantly white and male. In 1955, only 4.9 percent of college students ages 18-24 were black. This figure rose to 6.5 percent during the next five years, but by 1965 had slumped back to 4.9 percent. Only in the wake of affirmative action measures in the late 1960s and early 1970s did the percentage of black college students begin to climb steadily (in 1970, 7.8 percent of college students were black; in 1980, 9.1 percent; and in 1990, 11.3 percent).

The 1978 *Bakke* case set the parameters of educational affirmative action. The University of California at Davis medical school had reserved 16 available places for qualified minorities In a splintered decision, with Justice Powell casting the deciding vote, the Supreme Court essentially decided that setting aside a specific number of places in the absence of proof of past discrimination was illegal, but that minority status could be used as a factor in admissions . The desire to obtain a "diverse" student body was found to be a compelling goal in the educational context in Justice Powell's controlling opinion.

Increased educational opportunity has, in fact, revolutionized education, although some gaps persist. While the enrollment of women in higher education has risen steadily, with women now earning nearly fifty percent of all bachelor's and masters degrees, they earn only one third of doctorate and first professional degrees, and continue to lag in math, engineering, and the physical sciences at both the undergraduate and the doctoral levels.

Through the availability of student aid programs and aggressive recruitment and retention programs, the college-going rate for blacks and whites who graduated from high school was about equal by 1977. Since 1977, however, the proportion of black 18-24 year old high school graduates enrolled in college has not kept pace with that of white students. While the percentage of black students who have graduated from high school has increased approximately 20 percent in the past 25 years, the portion of black high school student graduates attending college is now 25 percent less than that of white students.

The story is similar for the Hispanic enrollment rate. In 1976, the college-going rate for 16-24 year old Hispanics who had recently graduated from high school (53 percent) actually exceeded the white rate (49 percent). Since then, the Hispanic college-going rate has stagnated while the white rate has increased significantly. By 1994, the white college-going rate had risen to 64 percent, whereas the Hispanic rate had fallen to 49 percent.

More Activities — Ideas in Brief

1. Name of Activity:
"Create An Environment Suitable For Opening Minds"

Suggested By:
Jean Ordonez, Niles North High School, Skokie, Illinois

Description of Activity:
Post an atlas on a bulletin board in a prominent place in the room. Devote a day to students sharing where they're from as well as where their parents and grandparents are from. Have them mark the places they mention on the atlas with push pins. When the sharing is over, the demographics of the class will be broken down visually. Are there certain areas flooded with push pins? Is there a pretty fair representation of cultures within the classroom? The main idea of this activity is that journalists should be made aware of their placement in this world.

When students are working, softly play some music from another culture. Indian, Chinese, Spanish or Irish melodies heard throughout the room will allow the students to conclude that there are various types of music to appreciate. Or, play different types of American music such as country, swing or jazz. This will still let the students know that there is something else to listen to other than "popular" music. This idea will carry over to their writing. There are other stories to write about than the "popular" ones. Optional writing assignment: Have the students write reviews of music they do not usually listen to.

Keywords:
Demographics, Geography, International Popular Culture-Music, Consciousness Raising

2. Name of Activity:
"The Sum of Our Sensory Experiences"

Suggested By:
Norma Kneese, Snake River High School, Blackfoot, Idaho

Description of Activity:
Have your students smell various odors such as lemons, soy sauce, Pine Sol, incense, etc. and ask them to write down their reactions to these odors. Were these reactions positive or negative? Have students with a negative and positive responses pair up and interview each other about their experience. Some questions the students can ask each other: Why did this odor elicit such a response? What is your experience with this odor? After this activity, initiate a discussion by asking the following questions: Did your reaction to the odor result from an experience you've had? How do your experiences color your perspective on issues? When are these experiences helpful or detrimental to a journalist? This activity should illustrate how a journalist's personal experiences can affect his or her perspective on certain issues.

Keywords:
Sensory Impressions, Consciousness Raising, Personal Experiences or Perspective

3. Name of Activity:
"Looking At the Other Side of Controversy"
Suggested By:
Nancy Gallman, Bolingbrook High School, Bolingbrook, Illinois
Description of Activity:
Have students select and write a personal response to a controversial issue buzzing around the school and then respond in opposition to their own opinions. The students can share their writings aloud and list support for both sides of the issue on the chalkboard. Identifying groups that might be sensitive to this subject and guessing their arguments for and against the topic might be helpful. Eventually this activity could be used as a springboard for insightful editorials. Possibly the editorial board could organize a pro/con spread on the topic discussed. The need for sensitivity and awareness should be emphasized. This particular activity would also be a great time to review objectivity, balance and good support.
Keywords:
Controversial issues, Opinion writing, Sensitivity, Objectivity

4. Name of Activity:
"Visiting a Community with a Different Culture"
Suggested By:
Nancy Gallman, Bolingbrook High School, Bolingbrook, Illinois, and Bart Asato, Kaiser High School, Honolulu, Hawaii
Description of Activity:
Take journalism students on a field trip to a community whose culture and demographics are different from the one surrounding your school. Before going to the community, do some research about what the students can expect to see and hear. Allow the students to take photos, do sketches or caricatures of, and interview the members of the community for an upcoming issue of your paper. The activity would promote the understanding of different cultures. Future activities can include corresponding with different schools around the country (either through mail or e-mail) about how they handle the coverage of different topics. For example, you could ask several schools to describe how they celebrate homecoming or how common problems are handled at their schools.
Keywords:
Fieldtrip, Cultural Awareness, Interviewing, Coverage

5. Name of Activity:
"Surveying Content for Diverse Coverage"
Suggested By:
Nancy Gallman, Bolingbrook High School, Bolingbrook, Illinois, and Bart Asato, Kaiser High School, Honolulu, Hawaii
Description of Activity:
Have students analyze an area metro newspaper. List and discuss stories and photos that include diversity as well as parts of the paper that needed more diversity. Have the students do the same with their own paper. Conduct a school-wide survey to find out what students like and dislike about the school paper as well as what they would like to see included in the paper. Use the results to strengthen coverage of what students want to read.
Keywords:
Content Analysis , Readership Survey, Coverage

6. Name of Activity:
"Developing a Source List of Knowledgeable People"
Suggested By:
Nancy Gallman, Bolingbrook High School, Bolingbrook, Illinois, and Bart Asato, Kaiser High School, Honolulu, Hawaii
Description of Activity:
Have students develop a source list of knowledgeable people who can be interviewed on different topics. The list should consist of students, faculty, staff and community members and reflect diversity in ethnicity, gender and other demographics. The topic list should go beyond identifying sources for race and gender specific issues. The list should be available to the entire staff and updated throughout the year. The same sources shouldn't be overused.
Keywords:
Developing Sources, Demographics

7. Name of Activity:
"Visiting Ethnic Restaurants and Writing Reviews"
Suggested By:
Willie Wooten, Finney High School, Detroit, Michigan; Jean Ordonez, Niles North High School, Skokie, Illinois, and Lynne Coleman, J.F.K. International School, Berlin, Germany
Description of Activity:
Take the members of your newspaper staff to a restaurant to experience food from another culture and have them write a restaurant review. Before you go, show your class two restaurant reviews and analyze them for structure. Discuss appropriate review vocabulary with the students and ask them to do a little research on the history of the establishment and the history of the cuisine in your part of the country. If possible, arrange a meeting with the chef. Students should have interview questions ready.
Keywords:
Restaurant Reviews, Vocabulary, Background Research, Interviewing

8. Name of Activity:
"Analyzing Print News: The Cover Story"
Suggested By:
Willie Wooten, Finney High School, Detroit, Michigan; Jean Ordonez, Niles North High School, Skokie, Illinois, and Lynne Coleman, J.F.K. International School, Berlin, Germany
Description of Activity:
Take your class on a study trip to the nearest store with a large selection of magazines and newspapers for sale. Ask them to notice what the magazines have in common: front page subjects, stories, design. Do the same for newspapers. The next time the class meets, analyze the data the students have gathered for beauty bias and for racial or ethnic representation in art, photography, coverage and design. What conclusions can the students draw about values of beauty, race and ethnicity, design preferences? Are there noticeable gaps? Where? How can the students' paper avoid such gaps?
Keywords:
Fieldtrip, Content Analysis , Sensitivity, Bias, Publication Design

9. Name of Activity:
"Analyzing Television News: Mixed Messages?"
Suggested By:
Willie Wooten, Finney High School, Detroit, Michigan; Jean Ordonez, Niles North High School, Skokie, Illinois, and Lynne Coleman, J.F.K. International School, Berlin, Germany
Description of Activity:
Show students a video clip from a television news program. During the first showing, turn the sound completely off. Students are to use their eyes to gather as much information they can about the topics covered in the news. Ask them to make a list of all the stories covered in the clip. Show the clip again, this time with the sound on so students can see if their lists are correct. Initiate a class discussion by asking the following questions: How were the words different from the visuals? Were there conflicting messages? What information was given only visually, only through speech, through background sounds? What do the class findings say about multicultural coverage?
Keywords:
Television News, Visual Content, Verbal Content, Conflicting Messages, Coverage

THANK YOU TO the teachers and journalists who helped with this guide. Your many long hours, your devotion to high school students and your senses of humor are celebrated here. ◆

Bart Asato, Kaiser High School, Honolulu, Hawaii.

Maria-Christine Buehner, The University of Iowa, Iowa City, Iowa.

Lynne Coleman, J.F.K. International School, Berlin, Germany.

Diana Eng, Gannett News Service, Washington, D.C.

Jon Funabiki, The Ford Foundation, New York City.

Nancy Gallman, Bolingbrook (Illinois) High School.

Tom Gilsenan, Plymouth Christian Youth Center, Minneapolis, Minnesota.

Bob Greenman, Journalism Textbook Author, Brooklyn, New York.

T.J. Hemlinger, The University of Scranton, Scranton, Pennsylvania.

Coy Henderson, McClain High School, Lexington, Mississippi.

Margaret Howard, Fairfield (Alabama) High School.

Norma Kneese, Snake River High School, Blackfoot, Idaho.

Jack Kennedy, City High School, Iowa City, Iowa.

Molly McCreavey, West Liberty (Iowa) High School.

Deb Merxbauer, Washington High School, Sioux Falls, South Dakota.

Salli Nichols, Storm Lake (Iowa) High School.

Steve O'Donoghue, The Media Academy, Oakland, California.

Jean Ordonez, Niles North High School, Skokie, Illinois.

J.A. Rios, Uvalde (Texas) High School.

Carlos Sanchez, The Houston Chronicle, Austin (Texas) Bureau.

Ron Smrha, Jefferson High School, Cedar Rapids, Iowa.

Loretta Stewart, Fairley High School, Memphis, Tennessee.

Walterene Swanston, Knight Ridder Newspapers, Washington, D.C.

Craig Trygstad, J.F.K. International School, Berlin, Germany.

Bill Wong, Newspaper Columnist, Oakland, California.

Willie Wooten, Finney High School, Detroit, Michigan.

the full palette
diversity guide

Why The University of Iowa?

Founded in 1924, the University of Iowa School of Journalism and Mass Communication is accredited by the Accrediting Council on Education in Journalism and Mass Communication. The school has endorsed the belief that professional journalists and mass communicators play a vital role in the decision-making processes that make up this nation's social, political and economic systems.

Recognizing the need to encourage greater minority participation within this decision-making process, The University of Iowa seven years ago established its first journalism workshop targeting high school journalism teachers. Conducted on an exploratory basis with internal resources, The University of Iowa is unique in piloting this approach. Four years ago the Dow Jones Newspaper Fund selected this workshop as one of the first to receive a national grant to help fund the workshop. In 1991 the Freedom Forum funded the development, publication and distribution of the first edition of this guide, "Breakthrough."

The School of Journalism and Mass Communication houses both a state (Iowa High School Press Association) and an international high school journalism organization (Quill and Scroll Society) thus providing access to a wide-ranging base of high school journalism teachers and advisers. A recent Freedom Forum survey cited in *Death By Cheeseburger* said the Iowa High School Press Association was named the top high school press association in the country by other high school press association directors. ◆

BEST COPY AVAILABLE